

ALL OHIO COUNSELORS CONFERENCE

November 3 - 5, 2010

OCA and OSCA invite you to join us in Columbus!

On behalf of the Ohio Counseling Association and the Ohio School Counselor Association we invite you to join us in Columbus for the annual All Ohio Counselors Conference. Our yearly conference continues to be a premier convention and provides all counselors with a comprehensive and rewarding professional development opportunity.

As counselors, we share a common professional identity and a unique set of skills. These attributes bond us together, allow us to collaboratively advocate for the counseling profession and empower us to make a difference in the lives of our students and clients. The All Ohio Counselors Conference allows us to celebrate our professional connections, attend quality training sessions, and network with a variety of vendors. With over 120 workshops and several pre-conference opportunities, there is something for everyone. Doug Merrill, author of *Fighting the Demon of Suicide*, will provide the keynote address on

Friday morning. Coach Merrill's encouraging message and his commitment to the cause of suicide prevention and wellness will not only inspire attendees but it will also reaffirm our commitments to those we serve. And for the first time, the planners have collaborated with the Ohio Chapter of the Association for Play Therapy to offer continuing education sessions for Registered Play Therapists.

We also invite you to join us for several other special events: the awards recognition luncheon celebrates the exceptional talents of our colleagues; the evening social will surround you with island music, provide opportunities to peruse poster presentations, and visit with faculty and students from doctoral Counselor Education programs; and we must certainly take advantage of the hospitality that Easton and the Hilton offer (shopping, fine dining, entertainment, and relaxation).

We look forward to seeing you at the 27th Annual All Ohio Counselors Conference.



Kelley Schubert
President, Ohio Counseling Association
School Counselor, New Albany Schools

Shawn Grime
President, Ohio School Counselor Association
School Counselor, Bryan City Schools

Conference Agenda Wednesday, November 3

9:00 a.m. - 10:00 a.m.	Complimentary Coffee	Easton Foyer
9:00 a.m. - 10:00 a.m.	Registration for All Day Sessions	Easton Foyer
10:00 a.m. - 12 noon	Morning Session for All Day Pre-Conferences	Various Rooms
12:00 noon - 1:00 p.m.	Lunch	Meeting Rooms
1:00 p.m. - 3:00 p.m.	Afternoon Session for All Day Pre-Conferences	Various Rooms
3:00 p.m. - 3:30 p.m.	Break	Various Rooms
3:30 p.m. - 5:30 p.m.	Late Afternoon Session for All Day Pre-Conferences	Various Rooms
6:00 p.m. - 9:00 p.m.	Registration	Pre-function Areas
7:00 p.m. - 9:00 p.m.	Evening Pre-Conference Sessions	Various Rooms

Thursday, November 4

7:00 a.m. - 6:00 p.m.	Registration	Regent Foyer
7:30 a.m. - 10:30 a.m.	Complimentary Coffee	Easton Foyer
7:45 a.m. - 8:45 a.m.	Workshops	Various Rooms
8:00 a.m. - 6:00 p.m.	Exhibits Open	Foyer Areas
9:15 a.m. - 10:15 a.m.	Workshops	Various rooms
10:45 a.m. - 12:15 p.m.	Workshops	Various Rooms
12:30 p.m. - 2:00 p.m.	Awards Luncheon	Easton A & B
2:15 p.m. - 3:15 p.m.	Workshops	Various Rooms
3:15 p.m. - 3:45 p.m.	Soft Drink Break	Easton and Juniper Foyers
3:45 p.m. - 4:45 p.m.	Workshops	Various Rooms
5:00 p.m. - 6:00 p.m.	Workshops	Various Rooms
6:15 p.m. - 7:45 p.m.	Reception	Easton A & B

Friday, November 5

7:45 a.m. - 8:45 a.m.	Workshops	Various Rooms
8:00 a.m. - 12 noon	Exhibits Open	Foyer Areas
9:00 a.m. - 10:00 a.m.	Keynote Speaker	Easton A & B
10:30 a.m. - 12 noon	Workshops	Various Rooms
12:15 p.m. - 1:15 p.m.	Workshops	Various Rooms
1:30 p.m. - 2:30 p.m.	Workshops	Various Rooms

PCs/LPCCs CEU Information

The OCSWMFT Board requires all providers of continuing education credit to comply with board rules for acceptable education sessions. OCA will assist PCs and LPCCs in Ohio comply with this rule. Any sessions that meet the board criteria are indicated by the prefix *CEU-*.

Sessions with the prefix *W-* are not eligible for licensure board CEUs. Please check the program carefully.

For more information regarding OCSWMFT rules and laws, please visit the website at <http://cswmft.ohio.gov>.

Attention School Counselors: Update Your IPDP Now!

Once again, the AOCC has partnered with Lindenwood University (St. Charles, Missouri) and have arranged to offer graduate credit for conference participants. This year, individuals will have the option to earn 1 or 2 credit hours. The two hour option will require attendance at one of the all day pre-conference sessions as well as additional assignments. The cost remains \$60 per credit hour. Contact your LPDC for your district's licensure renewal procedures prior to the AOCC. Please plan to visit the Lindenwood booth located in the registration area.

If you have any questions, please contact Ms. Shannon Vines at 636-949-4612 or svines@lindenwood.edu

Students - please be advised that this credit option may not meet your university's educational requirements and therefore may not be transferable into your degree seeking program. Please consult with your program advisor for more details prior to registering.

All Day Pre-Conferences

Wednesday, November 3

10:00 a.m. – 5:30 p.m.

A1. (W) "Motivating Unmotivated Students"

Ron Glodoski, B.A.
Turn Around Publishing

This program is designed for school counselors, juvenile justice and mental health professionals and is presented by Ron Glodoski, dynamic nationally recognized speaker and author of the highly acclaimed book, *How to Be A Successful Criminal: The Real Deal on Crime, Drugs and Easy Money*. This powerful professional development program includes a main presentation, interactive sessions, and individual and group exercises which include 10 Steps for How to Work with Kids Most At-Risk, and 5 Positive Behavior Intervention Strategies.

Ron is a leading national expert on bullying, substance abuse and resiliency. He is a living example of why we should "Leave No Child Behind."

Ron speaks from the heart of real life experience. A featured expert on The Sally Jesse Raphael Show, he offers a fresh new perspective on how to effectively connect with kids. His personal triumph over abuse issues, a traumatic brain injury and learning disabilities provides practical solutions to the challenges confronting our youth today.

The authenticity of Ron's message is embodied in his own life. He survived an abusive childhood by escaping to life on the streets. The choice to change his life led Ron on a path of personal growth and transformation.

He attended college and began successfully applying his skills to a series of legitimate businesses - including The Spinoza Company, which markets a talking teddy bear that plays cassette tapes about self-worth and acceptance. Ron expanded this home-based business to a multi-million dollar company that provided meaningful employment for 33 people. His life is undeniable proof that even the kids society labels at-risk can become healthy, productive members of their community.

Today Ron is dedicated to helping others transform their lives. His book, *How To Be A Successful Criminal - The Real Deal on Crime, Drugs, and Easy Money* has received national acclaim by parents, educators, administrators, judges, police officers, counselors, and social workers.

Every week his school and juvenile detention programs bring him face to face with thousands of elementary, middle, and high school students. Testimonials from students and teachers praise his effectiveness. Using real life experiences, Ron reaches out to kids with respect, and teaches them how to take back their right to choose a better way of life.

Endorsed by educators, mental health and criminal justice professionals, his powerful professional development and parent programs provide an inside look at the hearts and minds of kids today. He shows what can be done to help heal the past, change the present, and create the future. These programs gently confront and challenge teachers and parents to examine personal attitudes, judgments, and learned behaviors that may be blocking their effectiveness. College students applaud his insight, which prepares them for working with youth and assists them in understanding the issues that kids are dealing with today.

While others ask what can be done to help our youth, Ron is providing answers and changing lives.



A2. (CEU) "The Brain Likes Novelty: How to Be More Creative in Your Counseling"

Ed E. Jacobs, Ph.D., LPC
West Virginia University

Chris Schimmel, Ed.D., LPC
West Virginia University

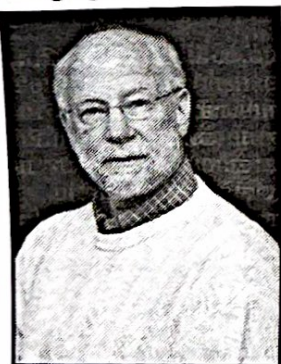
This workshop is an introduction to Impact Therapy which is a brief, active and multi-sensory approach to counseling. These techniques and methods are based upon Dr. Jacobs two books on Impact Therapy (*Creative Counseling Techniques and Impact Therapy*). The techniques and methods discussed are applicable to all theoretical models but are more conducive to

action oriented theories. This workshop is especially good for school counselors since they have so little time with their clients. School counselors, mental health counselors, private practitioners and anyone currently conducting counseling can benefit from this workshop. The participants will be instructed on how to have more impact with their clients in each session. Presenters will show how to take clients to a deeper working level quickly. Participants will be shown how counseling is more than listening and focusing on feelings. The presenters will emphasize getting the client to think, see, and do.

Ed Jacobs is the coordinator of the masters program in the Counseling, Counseling Psychology, and Rehabilitation Department at West Virginia University. Professional publications include 25 articles in books and journals as well as four books on counseling techniques: *Impact Therapy, Creative Counseling Techniques: An Illustrated Guide, Group Counseling in Correctional Settings, and Group Counseling: Strategies and Skills*. Ed has been recognized for his outstanding teaching and contribution to the field. In 2006, he was given the Outstanding Teacher Award in his college. In 2006 he was given by the Association for Creativity in Counseling the Innovator of the Year Award. In the past he was recognized for his contributions in group work by being given the Professional Advancement Award and selected as a Fellow in the Association for Specialists in Group Work. Ed is a licensed professional counselor and has maintained a small private practice for over 25 years.

Chris Schimmel is the coordinator of the school counseling masters program at West Virginia University. She serves on the counseling licensure board for the state of West Virginia and is on the task force that is updating the state standards for school counselors in West Virginia. Chris is co-author of *Group Counseling: Strategies and Skills*, which will be coming out in the 7th edition in December with an accompanying DVD which she co-produced with Ed.

Chris and Ed present throughout the United States, and Canada over 20 workshops each year on Impact Therapy, Creative Counseling, Theories into Practice and Group Counseling for state and national conferences, agencies, school districts, and organizations. They are known for their practical, down-to-earth style in both their presentations and their books.



A3. (CEU/RPT) "Fundamentals of Child Centered Play Therapy"

Cynthia A. Reynolds, Ph. D., LPCC
The University of Akron

Many counselors become frustrated when traditional therapeutic techniques do not work with younger children. This workshop is designed to aid in developing an understanding of what play therapy is, as well as why it is the most developmentally appropriate therapy for use with children. What may initially be viewed as resistance on the part of the child may simply be not using the language of children as toys are their words and play is their language.

This interactive workshop will provide a basic understanding of child centered play therapy enabling participants to utilize developmentally appropriate skills for working with children.

Objectives: Participants will learn: (1) the difference between play therapy and just playing around. (2) the therapeutic powers of play, (3) fundamentals skills of tracking, restating, reflecting, setting limits, responding to questions, returning responsibility to the child, (4) selection of toys and play therapy room, (5) efficacy of play therapy.

Cynthia Reynolds, Ph. D. is a Professor, Assistant Chair, and School Counseling Coordinator at The University of Akron where she teaches school counseling, play therapy, and sand tray classes. She is a Supervising Professional Clinical Counselor, a Licensed Psychologist and Certified School Counselor in the State of Ohio. She has over 30 years experience working with children as an elementary school teacher, school counselor and therapist. Her interest in play therapy began over 20 years ago when she was an elementary school counselor, and she has since devoted her career to pursuing this interest and learning from Charles Schaefer, Gary Landreth, Louise Guerney, Heidi Kaduson, Diane Frey, Rise VanFleet, Gisela Deminico Schubach, Terry Kottman, Theresa Kestley, and Violet Oaklander. She has been a featured presenter at the Play Therapy Summer Institute at the University of North Texas, Charles Schaefer's play therapist study group in Wroxton, England, and The Japanese Gestalt Institute in Yokohama, Japan. She also has presented at the Association for Play Therapy nine times, is 2007 graduate of their leadership academy and is an active member on numerous national committees. She currently is the President of the Ohio Association for Play Therapy. In addition to her university duties, she has a part time practice in play therapy.



A4. (CEU) "Self Care in the Counseling Profession: A Wellness Exploration and Planning Workshop"

Stephanie Burns, M.Ed., LPC
Adjunct Professor of Counseling
Heidelberg University

Daniel Cruikshanks, Ph.D., PCC-S
Associate Professor of Counselor
Education and the Clinical Director
Heidelberg University

Amanda Brace
Kent State University

Allison Bruce
Kent State University

Semone Danage
Kent State University

Mitzi Hutchins
Kent State University

Tilisha Lancaster
Kent State University

Nicole LaSelle
Kent State University

Julie Lineburgh
Kent State University

Megan Mahon
Heidelberg University

Vicki Sepulveda
Compass Corporation
for Recovery Services

Katharina Star
Kent State University



In 2003 the ACA's Taskforce on Counselor Wellness & Impairment was established in response to an awareness of impairment in the field as well as the ACA's commitment to identifying and developing intervention strategies/resources to help counselors. This all day pre-conference workshop promotes the wellbeing of counselors through the creation of their own wellness plan.

The objectives of this session are as follows:

- To provide counselors with the history, risk factors, assessment tools, "The Indivisible Self-Wellness Model," and latest research on counselor wellness.

- To provide a combination of didactic instruction on counselor wellness with personalized, experiential small group activities (wear comfy clothes) spanning the areas of the Essential Self, Social Self, Creative Self, Physical Self, and Coping Self as part of the "The Indivisible Self Wellness Model."

This pre-conference is for counseling students, counseling professionals, counselor educators and counselor supervisors who will leave the workshop with a personalized wellness plan of their own.

Comments about helpful aspects of the workshop from past attendees: "Experientially based." "Active vs. passive." "The wide range of discussion topics with multiple facilitators." "The hands on experience." "Wealth of ideas and information I can use for myself and apply to my clients." "Moved around, different speakers, and diversity of speakers." "Opportunity to re-energize and think about a wellness plan for myself." "Rotating through the small groups with the same people." "Keep doing this interactive type presentation - so reflecting."

Stephanie Burns is an Adjunct Professor of Counseling at Heidelberg University and a Doctoral Candidate at Kent State University. She first developed and delivered this workshop as the 2009-2010 President of the Kappa Sigma Upsilon Chapter of Chi Sigma Iota (CSI) International. She is the current Co-Chair of CSI's Professional Advocacy Committee and is committed to promoting counselor identity and counselor wellness.

Daniel Cruikshanks is an Associate Professor of Counselor Education and the Clinical Director at Heidelberg University. He previously served as President of the Ohio Counseling Association (2007-2008) and is Co-Chair of CSI's Professional Advocacy Committee. Daniel has focused much of his energy advocating for a unified identity for professional counselors regardless of their specialties in school, community mental health, career, rehabilitation, or others.

Evening Pre-Conferences

Thursday, November 4

7:00 p.m. – 9:00 p.m.



E1. (CEU/RPT) "Filial Play Therapy: A Empirically Validated Family Therapy"

Hilda Ruth Glazer, Ed.D., LPC

Filial therapy is a robust, empirically validated intervention for families and children. This session will provide an overview of the models, review the research on Filial, and review the applications with special populations including grieving children and chronically ill children. Clinical examples will be used to illustrate the applications of the model.

Dr. Glazer is currently the Faculty Chair of Educational Psychology at Capella University. She is also in private practice in Clinical Counseling. Beginning in 1995 she has served as the Play Therapist at Mount Carmel Hospice Evergreen Center. Other professional activities include serving as a Board Member for the Association for Play Therapy Foundation and as the foundation's president from 2006-2008.

E2. (CEU) "Experiential Ethics Workshop"

Cecile Brennan, Ph.D., LPCC-S

This workshop moves ethics instruction to a new level. Too often ethics instruction remains focused on rules and laws. While knowledge of ethical codes and laws is important, it is not enough. Applying the same principles used in work with clients, this experiential workshop moves beyond instruction about the obvious into the realm of the psychological. Participants are guided toward an understanding of the psychological basis of ethical actions and of the importance of developing a proactive, individualized ethical decision making plan.

Dr. Brennan is coordinator of the School Counseling Program at John Carroll University. She has had several papers published including "Ethics Beyond the Obvious: Psychologically-Based Ethics Instruction" in (Vistas) and "Beyond Theory and Practice" in (Counseling and Values).



E3. (W) "Learned Helplessness: Causes and Cures"

Bruce Boguski

Learned Helplessness is a behavioral phenomenon causing pain and frustration in classrooms across the country. It is estimated that over 30% of our student population is currently susceptible and the number is rising each year.

Do you know students that give up easily? Blame others for their failures? Are afraid to advance and try new things? Develop negative attitudes and expectations? Resort to sarcasm and become apathetic?

Attend this pre-conference meeting and learn to recognize the symptoms and activate the cures. Learned Helplessness is serious and can lead to depression, alcohol and drug use, and destructive behavior, including suicide. Discover specific techniques to help students increase activity, set goals, take responsibility and build confidence.

E4. (CEU) "I've Got the Job...Now What? Transitions from Training to Practice"

Justin R. Fields, Ph.D.

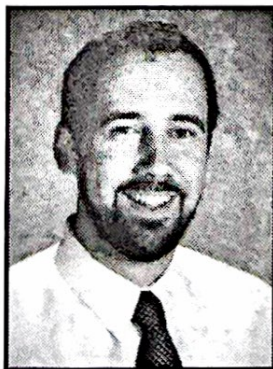
School Counselor
Central Crossing High School Grove City, OH

The transition to professional counseling practice can be both exciting and stressful for new school and community counselors. New professionals are working independently with clients and colleagues, making a positive difference in the lives of those they work with, and implementing their training. However, being a new professional also brings the added stress of increased professional responsibility, integrating personally and politically into a practice setting, and trying to create positive professional change where it is needed. The challenge of a successful transition from training to professional practice can be daunting without the assistance of proper planning, mentoring, and supervision.

This presentation will provide insight into the transition experiences of new school and community counselors. Specifically, information will be shared around the common successes and challenges faced by new professionals. Issues related to common stressors, supervision, alliance building, and recommendations for both new professionals and counselors-in-training will be shared. The presentation will also include a panel discussion comprised of new school and community counselors to highlight various perspectives on the transition to professional practice.

Recommendations for counselor educators, school and community counselors-in-training and new school and community counseling professionals will be shared along with resources for participants.

Justin R. Fields, Ph.D. is a school counselor at Central Crossing High School in the South-Western City Schools District and is a lecturer at The Ohio State University in the Counselor Education Program. Dr. Fields has presented locally and nationally at conferences and workshops on various topics related to the transition experience of new counseling professionals.



E5. (W) "Why Do They Do That? Understanding and Interacting Effectively with Individuals with Autism and Asperger Syndrome...and Everyone Else!"

Laurel Falvo, CFLE

Executive Director, The Gray Center for Social Learning and Understanding

In this presentation, Laurel Falvo examines current research and understanding of autism spectrum disorders (ASD), and compares that to neurotypical development. She also explains how social understanding—and her Social Response Pyramid™ can lead toward effective social interactions between individuals with ASD and those who work with them in the home, school, workplace, and community.

Laurel Falvo, CFLE is a Certified Family Life Educator. She is also the Executive Director of The Gray Center for Social Learning and Understanding, located in Zeeland, Michigan. Her experiences as a mom to three children, a former first grade teacher, and a longtime professional working with parents, children and young adults with Autism and Asperger Syndrome, and teachers, have contributed to her ability to promote social understanding on behalf of individuals with autism spectrum disorders (ASD). In addition to her frequent speaking across the United States, Laurel has authored *Why Do They Do That? Answers to Questions You Might Have About People with Autism and Asperger Syndrome...and Tips You Can use to Help Them* (DVD), *More Than a Sum of Diagnostic Differences: A Positive Perspective on Autism and Asperger Syndrome*, *The Good Food Cookbook For Gluten-Free and Casein-Free Diets*, and *ASD to Z: Basic Information, Support, and Hope for Individuals Diagnosed with Autism Spectrum Disorders*. She also writes a weekly email article, *The SUN News*. She has developed *The Social Response Pyramid™*, an educational tool which assists individuals with ASD and those who interact with them to better understand and successfully navigate social interactions.

E6. (CEU) "Using Reality Therapy to Enhance Student Achievement"

Sylinda Gilchrist Banks, Ed.D.,

Associate Professor
Norfolk State University

This interactive workshop explores strategies to help students make wise choices, take control over their lives and make connections to build successful relationships. Participants will learn how to teach students to take responsibility for their behavior using Choice Theory/Reality Therapy principles. Participants will complete several experiential activities. Discover how to teach students the process of self-evaluation and goal setting to help them be successful. Learn how choice theory/reality therapy strategies can be implemented in an individual and/or group counseling session. Participants will learn how to teach these strategies to students, teachers, and parents!

Sylinda Gilchrist Banks, Ed.D., is an associate professor in the counselor education program at Norfolk State University in Norfolk, Virginia. She earned her bachelor's and master's degrees from George Mason University, and her doctoral degree from George Washington University. After several years as a mental health therapist, Sylinda became a special education teacher. She also served as a high school counselor for over 6 years, as well as a school counseling director at an alternative high school. Before becoming a counselor educator, Sylinda served as the School Counseling Specialist at the Virginia Department of Education. While working at the Virginia Department of Education, she developed an accountability model entitled S.O.A.R.I.N.G to assist school counselors with program development and accountability. She is certified in Choice Theory/Reality therapy and is an instructor for the William Glasser Institute. Sylinda is serving as the Southern Region Vice-President on the American School Counselor Association Governing Board. Her publications include a resource guide entitled, *Choice Theory: Using Choice Theory and Reality Therapy to Enhance Student Achievement and Responsibility*, also she co-authored *The Virginia Professional School Counseling Manual*, as well as numerous articles. She has conducted over 70 workshops locally, regionally, and nationally on program development, accountability, self-care, effective communication skills, and choice theory and reality therapy.



Keynote Session

Friday, November 5 • 9:00 a.m. - 10:00 a.m.

Speaker (W): "In the Face of Adversity"



Doug Merrill

Doug Merrill

President and Founder
Power UP Foundation

Born in Toledo, Ohio, Coach Merrill is the President and Founder of the Power UP Foundation. Merrill is a graduate of Bowling Green High School and a graduate of Bowling Green State University.

After graduating from high school, Merrill attended Owens Community College where he was a member of the college baseball team. In addition, Merrill had served as a baseball coach for the past twenty years. In 2009, Merrill resigned his position as the Head Baseball Coach at Bowling Green High School.

In 2008, Merrill published the book *Fighting the Demon of Suicide*. The book is based upon the life of eight friends of Coach Merrill's that made the decision to end their own lives. It is Merrill's hope that his book will serve as an educational tool to all of those who work with our nation's youth, hopeful for parents, and inspiring for all those who read it.

In 2009, Merrill founded the Power UP Foundation. The foundation was created to provide financial assistance to communities across the country that have programs that promote better physical fitness and mental health. Merrill believes that better physical health equals better mental health.

In 2010, Coach Merrill completed a remarkable run that began October 4th, 2009 at Fenway Park, Boston, Massachusetts and concluded April 2, 2010 in Key West, Florida, promoting positive physical fitness, therefore positive mental health. The run lasted 6 months and had him running half-marathon (13.1 miles) a day. Coach Merrill spoke at universities, colleges, community organizations, and high schools to spread his message of achieving positive mental health through improved physical health.

Coach Merrill is in the process of implementing Power UP Societies in middle and high schools across the country. The purpose for the Society is to create a more positive atmosphere within the educational system and to promote a higher level of academic achievement, improved physical fitness, and social maturation of students.

Cynthia Reynolds, Ph.D.
President
Ohio Association for Play Therapy

Play Therapy Sessions

The Association for Play Therapy founded by Charles Schaefer and Kevin O'Connor in 1982 has been on the forefront to promote the value of play therapy and to insure the standardization and training of mental health practitioners who work with children. The Ohio Association for Play Therapy is delighted to work with OCA and OSCA to present a slate of presentations specific to play therapy this year that are also approved for registered play therapist credits. We begin with an all day presentation on the fundamentals of play therapy followed by a two hour evening session on using filial therapy with families. Thursday's offering include a history of play therapy, using sandtray work in a school setting, play therapy with traumatized children and children with disabilities, integrating play therapy into work with parents, caregivers and families, and ends with play therapy for attachment issues. Friday's sections include play therapy with groups, the use of superheroes in play therapy, play therapy for school counselors, multicultural play therapy, and play therapy with children on the autism spectrum.

If you work with children, please consider specialty training in play therapy and becoming a registered play therapist. Feel free to stop by our booth at the conference to learn more about the credentialing process as well as the healing powers of play. ~Look for the CEU/RPT or WRPT designation to identify the Play Therapy Sessions.

Thursday, November 4

- 7:45 a.m. - 8:45 a.m.
"Playing Before Us: A History of Play Therapy"
Cynthia A. Reynolds & Margaret A Ostrowski
- 9:15 a.m. - 10:15 a.m.
"Utilizing Sandplay in the School Setting"
Michele J Mariotti
- 10:45 a.m. - 12:15 p.m.
"Out on a Limb: Play Therapy for Children with Disabilities"
Brian L Bethel
- 2:15 p.m. - 3:15 p.m.
"Building Bridges Over Troubled Waters: Play Therapy with Traumatized Children"
Brian L Bethel & Julie Oates
- 3:45 p.m. - 4:45 p.m.
"Integrating Parents, Guardians and Siblings into Play Therapy Sessions"
Laura Tejada
- 5:00 p.m. - 6:00 p.m.
"Play Therapy with Children with Attachment Issues"
Varunee Faii Sanggunjanavanich

Friday, November 5

- 7:45 a.m. - 8:45 a.m.
"The Use of Play Therapy with Groups"
Ellen M Stickney
- 10:30 a.m. - 12 noon
"Multicultural Play Therapy: Considerations for Theory, Skills and Supplies"
Aneesa E Bhimani-Trimble
- 12:15 a.m. - 1:15 p.m.
"Utilizing Superheroes in Play Therapy"
George E Enfield
- "Play Therapy and the School Counselor"
Victoria Albanese
- 1:30 p.m. - 2:30 p.m.
"Play Therapy for Children on the Autism Spectrum: Goal-Setting and Functional Strategies for Practitioners (Advanced)"
Elizabeth H Bing

Photo Gallery



CEU-1: Social Networking Sites and Ethical Considerations: Staying Current with New Age Communication Trends

Brandy L. Kelly: Coordinator and Supervisor
Turning Point Counseling Services

Counselors, Supervisors, and Counselor Trainees must be mindful of ethical considerations when using social networking sites. As interest and use of new-age communication methods grows, it is important for counselors to invest the appropriate amount of time and energy into understanding the operation and usefulness of social networking sites. Before implementing the use of these sites in the professional arena, all ethical aspects of social networking must also be considered. Participants will learn how to weigh the benefits provided by social networking sites against foreseeable setbacks in order to make appropriate adjustments that assure ethical use of this form of communication.

CEU-2: Early Childhood Mental Health: Tools for Tots

Sherry R. Shamblin: Director of Early Childhood
Tri-County Mental Health and Counseling

Nationally, as many as 7-20% of preschool children exhibit behavioral problems that meet criteria for a mental health disorder (ODMH, reported in Sites, Collopy, Velilla, Cayard & Graft, 2008), but estimates indicate that 70% of children with diagnosable disorders do NOT receive mental health treatment (U.S. Public Health Service, 2000). This interactive workshop will describe the basic principles of the Early Childhood Mental Health philosophy. Major assessment tools and processes will be displayed and reviewed followed by practical strategies for working with young children and their caregivers.

CEU/RPT-3: Playing Before Us: A History of Play Therapy

Cynthia A. Reynolds: Professor
University of Akron

Margaret A. Ostrowski: Mental Health Therapist
Center for Individual and Family

This presentation provides a deeper understanding of the historical development of play therapy, the Association for Play Therapy, and differing theoretical approaches to play therapy.

CEU-4: The Use of Yoga and Mindfulness Meditation in Counselor Self-Care

Gregory L. Pollock: Counselor
Cleveland Clinic

Robert J. Moreno: Certified Yoga Instructor
Cleveland Clinic

Andrea Razavi: Graduate Student
John Carroll University

Nichole Miller: Certified Yoga Instructor
Centerpeace Yoga

Yoga and Mindfulness Meditation have long been used for physical and emotional fitness. This workshop will teach participants the benefits of Yoga and meditation displaying ways to incorporate the practice of these disciplines into their everyday life to help deal with stress from work and personal stress. Participants will learn specific yoga poses that will remediate stress caused directly from practicing as a Counselor. Participants will actively practice these skills and should come prepared to practice basic Yoga poses. It is recommended that participants wear comfortable clothing. Participants will receive a summary of poses and interventions taught.

W-5: Ace That Test! Using Brain-Based Learning and Mind-Body Power Techniques to Relax Under Pressure and Increase Memory and Recall in a Testing Situation

Bruce R. Boguski: President
The Winner's Edge

Ace That Test! Join Bruce Boguski, author of *The Testing Zone*, in this fast paced seminar designed to assist teachers and students in overcoming test anxiety. The program will be filled with valuable information allowing students to become peak performers in the classroom. Come prepared to have fun while learning the following: #1 Learn 2 relaxation exercises to reduce test anxiety immediately. #2 Discover 3 ways to instantly activate memory. #3 Learn 4 simple exercises that "wake up" the brain for added learning. #4 Uncover the amazing secret that will make your students twice as smart while studying! #5 Discover 3 foods to avoid on test day-they will destroy your efforts! AND MUCH MORE!

W-6: How Do I Reach This Student? Tips, Skills and Knowledge When Working With Students Who Have a Diagnosis on the Autism Spectrum

Tamarine M. Foreman: Behavior Specialist
Summit Academy

Julie Collette: Behavior Specialist
Summit Academy

Megan Anthony: Behavior Specialist
Summit Academy

Join behavior specialists who have worked at Summit Academy, a charter school which specializes in educating children with a diagnosis of ADHD/ADD, Autism, Asperger's Disorder and PDD, NOS. We will share what we have learned on the job and information from our students. Participants will leave with improved knowledge, applicable skills and where to find additional information and training.

W-7: Dating Violence Prevention: How to Effectively Implement a Prevention Program in Schools

Jamie A. Linscott: Ph.D. Student
Ohio University

Courtney Kerns: Ph.D. Student
Ohio University

Dorea Glance: Ph.D. Student
Ohio University

Golden Fanning: Ph.D. Student
Ohio University

Amber Koester: Ph.D. Student
Ohio University

Dating violence prevention is now required for grades 7-12 as a result of House Bill 19 and the State of Ohio. In order to effectively respond to this new legislation, schools must be prepared to implement programs that are cost effective, efficient, and appropriate for the age and needs of the students. This session will address the various implications of this Bill and ways schools can run programs successfully. The various forms of dating violence will be covered as well, including sexting, cyberbullying, group sexual assault, drug and alcohol induced assault, and acquaintance rape. The most recent research on these issues will be addressed and dissected.

W-8: Working with Gifted Children: Practical Techniques for Counseling Professionals

Felice R. Kassoy: School Counselor
Upper Arlington Board of Education

Lauren R. VanDoorn: School Counselor
Upper Arlington Board of Education

Meeting the needs of gifted and talented students extends beyond their academic skills. This workshop will provide participants with knowledge, awareness, and skills needed to develop creative counseling techniques that facilitate social and emotional growth of gifted and talented individuals. This presentation will conclude with an interactive discussion on best practices in consultation and collaboration. Each participant will receive practical, hands-on resources to utilize with his/her students or clients.

W-9: Eating Vegetables and Developing Testing Skills: Both are Good for You, School Counselors! (Advanced)

Dilani M. Perera-Diltz: Assistant Professor
Cleveland State University

Kathie MacCluskie: Professor
Cleveland State University

Michelle Barron: Doctoral Student
Cleveland State University

Lee Roppel: Doctoral Student
Cleveland State University

School Counselors will have the opportunity to learn how to infuse testing into their daily work to become more efficient. For those who are experiencing accountability pressures will have the opportunity to dialogue on how testing can help relieve some of that pressure. Attendees will leave the session with some concrete practical ideas for tests they can use, ways to explain test scores to students and parents, and ways they can use test data for accountability with school administrators.

Division Meetings

Again this year, the division meetings have been numbered and scheduled throughout Thursday and Friday in various time-slots. Be sure to consider this when planning your itinerary. Here is the schedule:

Thursday, November 4

2:15 p.m. – 3:15 p.m. Ohio Association for Spiritual, Ethical and Religious Values in Counseling
Page 8 • CEU-45

3:45 p.m. – 4:45 p.m. Ohio Association of Multicultural Counseling and Development
Page 9 • CEU-51

Friday, November 5

7:45 a.m. – 8:45 a.m. Ohio Association for Counselor Education and Supervision
Page 12 • W-76

10:30 a.m. – 12 noon Ohio School Counselor Association
Page 13 • W-97

12:15 p.m. – 1:15 p.m. Ohio Mental Health Counselors Association
Page 14 • CEU-104

Notes

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CEU-10: Counselor Supervision in Situations Involving Suicidal Clients (Advanced)
Rachel M Hoffman: Director of Adult Residential Services
 Meridian Services

The role of the counselor supervisor is pivotal in situations involving suicidal clients. The purpose of this presentation is to present results of a recent grounded theory investigation which investigated the process of counselor supervision in situations that involve suicidal clients. Relevant findings from the study will be presented as they relate to specific practice considerations for counselor supervisees and supervisors. Real-world strategies for effective counseling supervision will be provided. Handouts will be available to all attendees.

W-11: Beating the Winter Blahs: What is Seasonal Affective Disorder S.A.D.
Mel M Termini: School Counselor
 Independence Board of Education
Traci M Termini: Student
 Case Western Reserve University
Tiffany Finley: Counselor
 Children's Advantage

This presentation objectives are to provide practical and helpful tips to beat the "winter blahs", and to detail causes of seasonal fluctuations in our energy levels due to decreased light in Autumn and parts of Winter. Characteristics ranging from mild fluctuations (the Blahs) to Seasonal Affective Disorder (S.A.D.) will be examined. The first goal of the session will be to provide helpful information, useful for our work in the counseling setting. Secondly, we can examine our own interactions with this time period. Lastly some productive techniques for uplifting the mood will be solicited from volunteering members of the audience. Be prepared to have your mood lifted positively!!!!

CEU-12: The Application of the Lifton Based Residential Treatment Model for Counseling Survivors of Domestic Violence
Gregory K Sammons: Clinical Residence Manager
 Wellspring Retreat and Resource Center
Yegan Pillay: Assistant Professor
 Ohio University
Katie Kostohryz: Doctoral Candidate
 Ohio University

Mental health professionals who are interested in working with clients who have experiences in cults or cult like abusive relationships will benefit from this session. Professionals will become knowledgeable about the cult phenomenon, mind control or manipulation tactics that abusive leaders use. Counselors will step away from this informative session with valuable counseling strategies that have been used at Wellspring Retreat and Resource Center—which is currently the only facility nationally that treats survivors of cultic relationships. In addition attendees will become familiar with Robert Lifton's model for working with individuals who have survived the cultic relationship.

CEU-13: Angry Teens = Angry Counselors: Creative Ways to Engage and Counsel Angry Adolescents
Michelle S Hinkle: Counselor
 Children's Advantage
Natalee Anderson: Intern
 Children's Advantage
Rebecca Byron: Counselor
 Children's Advantage

Sarah Casseday: Counselor
 Children's Advantage
Tiffany Finley: Counselor
 Children's Advantage

Presenters will discuss their experiences working with adolescents who present with "anger issues" in community and school environments. Discussion will focus on ideas to engage teens who are self-referred and/or court referred to counseling in individual, school, and group settings and offer creative interventions to help clients learn ways to manage anger. Presenters will share strategies on how counselors can be more aware of and avoid their own frustration and anger that may arise while counseling adolescents and encourage audience members to share their own experiences. Handouts will include resources, and audience members will leave with concrete ideas for working with angry teens.

CEU-14: I Need an Internship; I Need a Job!!!
Thelma Greaser: Clinical Manager/Internship Coordinator, Child Guidance and Family Solutions
 Adjunct Instructor, Kent State University

This presenter has been coordinating an internship program for the past 20 years and has interviewed and placed approximately 200 interns in a clinical setting. She also makes hiring decisions for professional counselors in a mental health agency setting.

Given the current job market, it is imperative for new graduates to learn ways to present themselves in a professional manner; to give themselves an edge over their competition and to get an offer for their first professional counseling position.

Participants will be provided with examples of resumes, which attracted the attention of an employer and led to a successful job search. Suggestions will be given regarding ways to enhance previous experiences which can be considered professional in nature. This presentation will be interactive. Opportunity will be given for consultation with the presenter for participants who have questions or wish to have their resume reviewed.

W-15: Publishing Tips from the Editors of the Journal of Counselor Practice
Jason McGlothlin: Associate Professor
 John Carroll University
Vicki Kress: Professor
 Youngstown State University
Anne Schik: Doctoral Student
 Kent State University

This interactive presentation focuses on basic tips on getting published in the counseling profession. The presenters will provide suggestions on the following topics: writing style and flow, quantitative and qualitative design manuscripts, and communicating with the editor(s). This presentation will also focus on specific tips on publishing in the Journal of Counselor Practice (The journal sponsored by the Ohio Counseling Association).

CEU-16: Recognizing and Responding to Students in Crisis
Rachael L Muster: School Based Therapist
 Child Guidance & Family Solutions

Crisis situations and the mental health needs of students are important areas of concern for counselors in the school setting. This presentation will focus on recognizing behavior patterns and signs of mental illness, substance use, and significant interpersonal stress in students. In addition, the presentation will address how counselors can recognize, respond, and de-escalate crisis

situations in the school setting.

W-17: Parent Outreach = Student Success
Pamela S Righi: School Counselor
 Liberty Center Schools
Shelly J Ahleman: Graduate Student
 University of Toledo

This session will illustrate the benefits of parent outreach programs. These benefits extend to students, parents, staff and overall school climate. Be prepared to learn some ideas of how you can reach out to the parents in your district and reap the benefits of improved communication between school and home for your students. This will end with a sharing session, so please bring some examples of how you address parent outreach in your school to share with the group as well.

W-18: Credit Flexibility: A Path to Graduation
Thomas D Rutan: Associate Director
 Ohio Department of Education
R. Michael Hubbell: Education Consultant
 Ohio Department of Education

Credit flexibility is not new. It is an important tool to help students meet the new CORE curriculum and graduation requirements for a high school diploma. For years, districts have provided unique learning opportunities for students through independent study, PSEO and other educational options as requested and appropriate for a student. The credit flexibility plan for a school district opens up these options for all students and allows new creative ways for students to become college or work ready.

W-19: Providing Systems Support for Optimal Student Learning with the Responsive Classroom Approach: School Counselors Partnering with Administrators, Teachers and University
Christine Suniti Bhat: Assistant Professor
 Ohio University

Katherine Ziff: School Counselor
 Athens City School District
Patricia Barrington: School Counselor
 Athens City School District
Claudia Shultz: 2nd Grade Teacher
 Athens City School District

Learn how school counselors in one school district (Athens City Schools) are advocating for change by collaborating with administrators, teachers and university to address the academic and personal/social development of students by implementing the Responsive Classroom (RC) approach to classroom teaching. Obtain an overview of the RC approach, including research supporting personal, social, and academic gains in students. Strategies for service delivery, funding and evaluation will be presented. Roles played by school counselors, teachers, and Ohio University school counseling program faculty will be discussed. Data analysis and findings from the evaluation of the project will be presented.

W/RPT-20: Utilizing Sandplay in the School Setting
Michele J Mariotti: School Counselor
 Elyria City Schools

The intent of this presentation is to spark the interest of school counselors in using the sandtray in the school setting as a tool to augment traditional counseling techniques that rely on verbalization. An overview of the applications of the sandtray medium in the school setting will be presented. The Sandtray-Worldplay™ method, as it relates to working with children in school, will be referenced. Children are referred to the school counselor for diverse reasons, e.g. conflicts with others, inappropriate behavior choices, overcome with feelings, poor academic progress, etc. Teachers, administrators, parents, and students look to the school counselor for help.

CEU-21: Using Reality Therapy to Enhance Student Achievement
Sylinda Gilchist Banks: Associate Professor
 Norfolk State University

This workshop explores strategies to help students make wise choices, take control of their lives and make connections to build successful relationships. Participants will learn how to teach students to take responsibility for their behavior using Choice Theory/Reality Therapy principles in an individual and/or group counseling session. Discover how to teach students the process of self-evaluation and goal setting to help them be successful. Participants will learn how to teach these strategies to students, teachers and parents.

Notes

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W-22: What Can Post-Graduate Training in Psychotherapy and/or Consulting Do or Not Do for Me? (Advanced)

Norman F Shub: President/Director Gestalt Associates

Over the years, many clinicians, consultants, and students have queried this workshop presenter about the value, or lack thereof, of post-graduate training. This workshop is designed to honestly and openly respond to that question. Participants will explore: 1. the different kinds of post-graduate training; 2. what is the value to you of the clinician or consultant; 3. what are the expectations you should go into training with; 4. really, seriously, and honestly ...what are the outcomes you should walk out with; 5. does it help you become a better clinician and will it help you in private practice or private consulting; Yes or No; 6. who are the best candidates for this endeavor?

CEU-23: Know Your ABC's: Alcohol and Breast Cancer in the Postmenopausal Woman-Prevention Programming for Mature Women

Cynthia K McQuown: Co-Director Cornerstone Wellness Center
Sandy Calvert: Program Director Hands Foundation of Medina County

Alcohol presents a unique health challenge for women at any age, but for the maturing woman, those entering menopause and beyond, their is greater risk for many health concerns. This workshop examines current research on alcohol use and breast cancer, as well as an overview on the risks for older adult women regarding alcohol, medication use, and substance use problems. Participants will have the opportunity to participate in a newly developed prevention program: Know Your ABC's-Alcohol and Breast Cancer in the Post Menopausal Woman. Current diagnostic criteria for substance use disorders will be examined relative to their shortcomings, when applied to the older adult.

CEU-24: The Transformative Power of First Experiences (Advanced)

Barbara A Mahaffey: Program Coordinator Ohio University-Chillicothe and Private Practice

Miscommunication happens and hinders couple relationships, especially with diverse clients. Counselors face multiple presenting problems when helping couples. A "model of miscommunication," research, and other communication theories will be presented that describe the multiple challenges that couples experience. Participants will learn communication techniques promoting therapeutic alliance formation, conversing about diversity issues, encouraging insight, and establishing couple catharsis. Participants will receive a handout and practice introducing communication techniques with a case study.

CEU-25: Navigating the Legal and Ethical Issues Involved When Counseling Minors

Kara A Kaelber: Assistant Professor Malone University
Kevin P Feisthamel: Clinical Therapist Portage Path Behavioral Health
David Moss: Attorney Hanna, Campbell & Powell, LLP
Dee Dee Hecht Hewitt: Doctoral Student University of Akron

It is essential for counselors in both the school and clinical settings to keep abreast of the legal and ethical issues involved in the counseling of minors. Not only will the attendees review current laws and ethics involved in the counseling of minors, but they will also gain knowledge regarding practical strategies aimed toward their protection from malpractice suits, counseling-related litigation, and ethical discipline. The attendees will also be provided with effective strategies for testifying in court. The attendees will have the opportunity to ask questions of a panel, consisting of Professional Clinical Counselors and an Attorney, who is also a graduate counseling student.

CEU/RPT-26: Out on a Limb: Play Therapy for Children with Disabilities

Brian L Bethel: Child Therapist The Child Protection Center

It is estimated that disabilities affect 54 million people in the United States. Historically, these individuals have confronted numerous social and environmental obstacles. Although the rehabilitation counseling literature has offered a number of theories that outline an individual's adjustment to disability, there continues to be a limited amount of research for working with children with disabilities. Consequently, children with dis-

abilities remain an enigma to those in the helping profession. Although there are currently 4.4 million children with disabilities, recent statistics suggest a significant increase in this population over the last five years.

CEU-27: Counseling Lesbian, Gay, Bisexual, Transgendered and Questioning Clients: Techniques, Homework and Activities for Working with Adults (Advanced)

Megan M Mahon: Assistant Professor Heidelberg University
Tara Hill: Assistant Professor Old Dominion University
Amber Lange: Visiting Professor University of Toledo

Counseling sexual and gender minorities can be challenging for a counselor with limited knowledge on the unique issues and needs that these clients present with. This advanced presentation will provide counselors with specific techniques for working with Lesbian, Gay, Bisexual, Transgendered and Questioning clients. The focus will be on Affirmative Counseling and how it can help facilitate the LGBTQ client's expression of feelings, personal decision-making, and true acceptance.

W-28: Student Success Skills: Making Progress Toward Graduation for Urban Students (Advanced)

Colette T Dollarhide: Assistant Professor The Ohio State University
Greg A Brigman: Professor Florida Atlantic University
Maureen Casamassimo: Coordinating Supervisor The Ohio State University

School counselors can help urban students make progress toward graduation! Come learn about Student Success Skills, a well-documented skill building curriculum for metacognition, social skills, and self-management skills. Efficacy research on test scores will be presented. Then, a comprehensive retention-to-graduation program will be described which is currently in place in two urban Ohio high schools in which four retention strategies are utilized, including Student Success Skills. Participants will be given time to ask questions and explore implications for practice in their schools.

CEU-29: Suicide Gatekeeper Training

Darcy H Granello: Professor The Ohio State University
Paul F Granello: Associate Professor The Ohio State University

Participants will learn how to train suicide gatekeepers to recognize and intervene with potentially suicidal persons. Suicide gatekeepers are not trained counselors, but are those who have contact with potentially suicidal persons (e.g., teachers, administrators, janitors, college RAs, GTAs). Participants will learn how to implement suicide gatekeeper training in their schools, colleges, and agencies. The session will be an actual gatekeeper training session and a commentary on what should be included in training. Thus, participants will both go through a typical gatekeeper training and learn how to conduct such a training. Participants will become certified Suicide Prevention Gatekeepers.

W-30: Shirt-Chewers, Head-Bangers and Daydreamers: What's Going on in MY Classroom? Three Counselor-Led Trainings Designed to Empower K-5 Teachers and Support Students

Julie A Ford: School Counselor

Oregon City Schools
Jennifer Findsen: School Counselor Oregon City Schools

Struggling to manage referrals? Exhausted from repeatedly consulting on attention problems, disorganization and lack of effort? Then this session is for YOU! We have created three 15-minute workshops for you to present at your next staff meeting or in-service. These trainings are designed to help teachers identify student concerns and implement simple classroom inventions before referring students for counseling. You will leave this session able to present three idea-packed workshops: "Sensory Strategies to Help Students Succeed," "Subtle Signs of Abuse and Neglect" and "Recognizing and Addressing Childhood Depression." Reproducible handouts, PowerPoint slides and evaluation forms provided.

W-31: Making the Grade: How School Counselors Can Improve Students' Academic Performance

Lisa K Jeffery: School Counselor Ross Middle School

Are you looking for ways to help students make better grades? If so, this session is for you. Engaging ways to teach and reinforce positive study skills will be explored. Individual, small group and building-wide strategies with particular focus on reducing the number of failing grades will be presented. Our role as a school counselor puts us in the ideal position to create positive change. In this session, we will discuss how to enlist the help of other school personnel to provide direct academic supports to students.

W-32: Case Studies in College Admission (Advanced)

Mark T Davis: College Counselor Upper Arlington High School
Rae Ann DiBaggio: Senior Associate Director Case Western Reserve University
Nancy Gibson: Senior Associate Director Denison University
Michele C Brown: Senior Assistant Director The Ohio State University
Ben Williams: Admissions Advisor Columbus State Community College

College Admissions can be a mysterious process. This session will include information on the various types of admissions policies from open enrollment to highly selective and the factors that determine success in college. Participants will engage in hands-on activities to understand how college admissions officers make tough admission decisions

CEU-33: Responding to a Death in the School Community: The Counselor as Consultant and Coordinator

Cecile Brennan: Assistant Professor John Carroll University

Most schools are eventually confronted with the need to respond to the death of a student or a member of the extended school community. How a school responds in the immediate aftermath of the death is very important in maintaining a healthy, emotionally supportive environment for students and staff. Based on first-hand experience, this presentation focuses on providing a practical proactive plan for responding to a crisis such as the suicide of a student, or the death of a student or staff member. Specific steps to manage the crisis, while allowing students to express and process their grief, will be presented.

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CEU-34: Best Practices in Counseling Adolescents Experiencing Depression: A 5 Year Literature Review of Counseling, Medical, Education, and Allied Professional Journals (Advanced)

Stephanie T Burns: Adjunct Professor Heidelberg University
Kathy Failor: Graduate Student Heidelberg University
Terry Fraley: Graduate Student Heidelberg University
Erika Jay: Graduate Student Heidelberg University
Allison Lonsway: Graduate Student Heidelberg University

Do you counsel adolescents experiencing depression in a school or mental health setting? Are you up to date with the latest research and recommendations pertaining to adolescent depression? Attendees of this session will learn about the latest research in adolescent depression and gain recommendations for practice in the areas of comorbidity, gender differences, multicultural considerations, and current best practices in counseling and medication treatment options. The 5 year literature review includes an extensive look at ACA, Psychology, Social Work, Medical, and Education Journals and presents the most pertinent works relating to counseling practice.

CEU-35: Dialectical Behavior Therapy-An Introduction and Useful Techniques for Mental Health Counselors

K. Michelle Hunnicutt Hollenbaugh: Ph.D. Student The Ohio State University
Alexis Rae: Ph.D. Student The Ohio State University

Dialectical Behavior Therapy (DBT) is empirically supported as one of the few effective treatments for Borderline Personality Disorder. Since its introduction in 1993 by Marsha Linehan, DBT has been implemented worldwide to help clients afflicted with a variety of disorders. This program will present attendees with an introduction to DBT and its implementation in mental health treatment. Several DBT techniques and skills will be presented with discussion focused on application to individual and group therapy. Participants will be invited to interact and practice these skills and techniques, and will leave the session with usable ideas for clinical practice.

CEU-36: This Is Your Brain on Drugs: The Neurobiology of Addiction and Its Implications for Treatment

Kimberly A Jones-Baker: Day Reporting Program Counselor Stark County Court of Common Pleas
Jennifer P Shaw: Professional Clinical Counselor Community Services of Stark County

Substance use issues are frequently an area of concern for counselors in schools and clinical settings alike. This program will present current research on the neurobiological impact of substance use and its impact on addiction and relapse throughout the stages of recovery. Discussion will include sharing neurobiological information as part of a psychoeducational intervention and adapting traditional interventions to more effectively treat substance abuse. Attendees will receive handouts appropriate for use with clients.

CEU/RPT-37: Building Bridges Over Troubled Waters: Play Therapy with Traumatized Children

Brian L Bethel: Child Therapist The Child Protection Center
Julie A. Oates: Executive Director Child Protection Agency of Ross County

This workshop will highlight the use of play therapy as an evidenced-based practice for serving children

with traumatic symptoms, and offer participants specific techniques for working with wounded children. Participants will be exposed to clinical characteristics of trauma and the neuro-physiological effects that are often obstacles to effective treatment. Activities will be demonstrated that incorporate families in providing the child an additional sense of stability and security.

CEU-38: The Use of Digital Narratives to Enhance Counseling and Psychotherapy

Yegan Pillay: Assistant Professor Ohio University
Sanda Gibson: Graduate Student Ohio University

This interactive presentation will provide the attendee with a creative opportunity to explore combining psychotherapy with the revolution in digital technology-by harnessing the ubiquity of the use of cell phones, digital cameras, voice recorders, You Tube, Skype and the internet to advance psychological well-being of clients. Narrative therapy will be examined from the perspective of transforming the traditional memory book into a digital format. Mental health professionals who work with children, adolescents and end of life clients and significant others will become familiar with an innovative and non-threatening counseling intervention that will complement traditional psychotherapy.

W-39: Developing an All School Cyber-Safety Day: Cyber-Bullying, Internet Safety, and Sexting

Sally A Elvitsky: School Counselor Woodridge Local Schools
Cecilia Frammartino-Kotlyn: School Counselor Woodridge Local Schools

Presenters will provide participants with a blueprint for organizing and executing a Cyber-Safety Awareness Day for high school students. The presenters will share detailed information about developing an appropriate timeline, scheduling exceptional speakers, securing an outstanding video on cyber-bullying, staffing the event, and obtaining feedback from the students and staff following the presentations. Participants will leave the session with the tools they need to replicate a Cyber-Safety Awareness Day for their high schools.

W-40: A Developmental Model for Supervising School Counseling Interns: Conversation and Demonstration

Nancy P Taylor: Counselor Educator John Carroll University
Michelle Jackson: School Counselor Cleveland Hts.-Univ.Hts. City Schools
Timeka Paylor: School Counselor Warrensville Hts. Schools
Kim S Zannetti: School Counselor West Geauga School District

Effective supervision is key to developing a strong professional identity in school counselors, rooted in confidence in their competence and motivated by a desire to help others. A plan for structuring the school counseling internship seminar over two semesters will provide the context for the developmental model of supervision that will be presented. Specific focus will be placed on the skills and content in building the relationship between the site supervisor and the school counseling intern. Panel members include practicing school counselors who serve as site supervisors. Counselors considering serving as supervisors will benefit from the scenarios presented and the ensuing conversation.

W-41: Specific and Effective Tools to Renew Motivation and Build Resiliency in At-Risk Youth

Christian Moore: Outpatient Therapist The WhyTry Organization

This presentation provides the audience with

renewed motivation and specific tools to build resiliency while teaching important social and emotional skills to at-risk youth. Christian Moore will share motivational stories from his own life experiences as a youth with severe learning disabilities. He will walk the audience through the social and emotional assets that allowed him to get a masters degree and become a nationally recognized child advocate. He will explore the seeds of motivation and hope which enable children to overcome poverty, violence, and failure and succeed in education, the workplace and life.

W-42: So Now What Do I Do? (Advanced)

Susan Huss: Associate Professor Bowling Green State University
Martin Ritchie: Professor University of Toledo

This workshop is for those professional school counselors who have accepted and embraced the reality that they need to be keeping better records. Simple methods of tracking contacts will be shared. Efficient and practical Service Plans will be shared as well as how to write them (goals, ways to achieve goals, when to terminate) for those students being seen for the same issue for three or more sessions. How to maintain these files will also be discussed. Participants will be able to share what works for them.

CEU-43: Urban Students in Context: Effective Use of Ecological Counseling in Urban Schools

Kerry E Sebera: Assistant Professor University of Cincinnati

Urban school counselors are often challenged with lack of resources, disadvantaged and low-performing students, shifting curriculum standards, and few involved parents. Community stressors often include violence, few supports, and social problems such as poverty and racism. By using ecological counseling, school counselors can work more effectively with urban students by exploring the reciprocal interactions of the multiple contexts in which their students live and utilizing appropriate interventions that may include the students' families, peers, the community, as well as advocacy skills. Specific techniques will be shared, with time for discussion.

W-44: Girl Aggression- Field Tested Counselor Interventions

Jennifer M Lewis: School Counselor Rossford Schools
Kristine Kunkle: School Counselor Sylvania Schools

With the rise in relational aggression incidents among girls, especially in grades 3-6, there are so many resources to choose from. How do you decide which one is the most appropriate for your needs? These two counselors have field tested several curriculums and interventions that have led to a decrease in the incidents at their respective schools. Come and find out what they chose and how they are making it work. Information, examples, and hands-on experience shared.

CEU-45: What Are We To Do? How To Ethically Integrate Spirituality in Counseling

Denise Y Lewis: Counselor Brookwood Community Learning Center
Mona C Robinson: Associate Professor Ohio University

The use of spirituality in counseling is a process that has recently gained much attention by mental health practitioners as well as other health care providers. This interest is partly due to public desire to explore, question, and integrate some sense of the divine into their everyday existence. As counselors, meeting the challenge of facilitating spiritual integration with clients demand that we actively explore this fascinating, yet often abstract, topic.

Understanding how to properly integrate spirituality into counseling is a delicate process, and the ethical concerns regarding this integration can be significant. Using case studies, we will look at the difference between spirituality and religion and begin to form a working understanding of how to properly address the ethical issues that are present when working with clients.

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CEU/RPT-46: Integrating Parents, Guardians, and Siblings into Play Therapy Sessions

Laura Tejada: Contract Therapist
Children's Advantage

Involving parents in the play therapy process increases the effectiveness of these interventions. However, having parents in the room during play sessions is only the beginning. When parents interact in the play of their children, relationships can be strengthened between them and parenting skills can be coached in a hands-on, immediate way that cannot be obtained in traditional parent consultation. In this workshop, ways to engage parents in the play therapy process will be shared, key elements to observe in conjoint play sessions will be identified, and effective ways of coaching parents to participate in play sessions will be presented.

CEU-47: The Reflecting Team Model of Supervision: Best Practices for Community Counseling and Counselor Education (Advanced)

Christin M. Jungers: Assistant Professor
Franciscan University of Steubenville
Leslie Slagel: Clinical Director
Women's Shelter of Pittsburgh

Supervision is a key component of professional development for counselor trainees as well as seasoned practitioners. This presentation will introduce attendees to the reflecting team model of supervision through a focus on the model's history and theoretical foundations. Presenters also will share best practice guidelines for using the model in both a clinical setting and university setting, where it has the benefit of involving groups of supervisees in the supervision process. An experiential activity using the reflecting team approach will be incorporated into the presentation.

CEU-48: The Experience of Infertility: Effective Counseling Strategies for Individuals, Couples, and Groups

Cornelia Patterson: Director of Assessment
Ohio University
Christine Sunith Bhat: Assistant Professor
Ohio University
Amber Koester: Doctoral Student
Ohio University

According to the Centers for Disease Control, approximately 10% of the population has experienced infertility. Infertility is often viewed as a medical issue and there is a dearth of counselors skilled in providing counseling for infertility. An infertility diagnosis can be very distressing to individuals and couples. Counselors working with this population need to be aware of the physical, social, emotional, and cultural implications for clients and how symptoms of those experiencing infertility may mimic depressive or anxiety disorders. Attend this presentation to become more familiar with effective counseling strategies suitable for use with individuals, couples, and groups.

CEU-49: Avoiding the Most Common Ohio Counselor Ethics Violations: Suggestions from the OCSWMFT Board

Victoria Kress: Professor
Youngstown State University
Susan Huss: Assistant Professor
Bowling Green State University
Bill Hegarty: Deputy Director
CSWMFT Board

In this presentation, the Counselor Professional Standards Committee's Ethics Liaisons, and the OCSWMFT board's deputy director will discuss the three most commonly occurring counselor ethics violations which are related to: custody-cases, record-keeping, and boundary violations. Practice suggestions for avoiding these ethics-related problems will be provided. Case studies will be integrated into the presentation, and attendees will have an opportunity to provide input, and ask questions.

CEU-50: SOS - Stamp Out Stress: A Wellness Model for Stress Reduction

Nancy P Taylor: Counselor Educator
John Carroll University
Karen A Broer: Psychologist
The Cleveland Clinic

For all of us: children, teens, and adults, stress is an inevitable experience. Becoming aware of the stressors, identifying options to deal with them, and finding some balance are three steps to de-stressing one's life. In this session a tool kit will be provided that professional clinical counselors and school counselors can use with their

clients. It features a stress management plan that moves from a reactive intervention to a proactive personal wellness plan. Counselors will find it a benefit to themselves as they create a personal self-care plan.

CEU-51: Advancing the Multicultural Agenda in Ohio

Yegan Pillay: Assistant Professor/OAMCD-President
Ohio University
Ameena Mu'min: Past President OAMCD
Carey Busch: Assistant Director-Disability Services
Ohio University
William Soto: Doctoral Student CES- Ohio University
Ohio University

Participants will participate in an Ohio Association of Multicultural Counseling and Development (OAMCD) business meeting and have the opportunity to gain awareness of OAMCD leadership vision and accomplishments. In addition, the current executive board will outline their strategic plan for the 2010-2011 year. Participants will be provided with a brief historical overview of the evolution of multicultural counseling and development at the national and state levels of AMCD and OAMCD. Participants will be invited to provide input regarding the role that OAMCD can play in serving its membership.

W-52: A Pathway to Peace ... The 'Other' Side (Behavior) of The RTI Triangle - Making The Most of RTI and PBS

Tami S Mazella: School Counselor
Aurora City Schools
Patricia A Minnovic: Principal
Aurora City Schools

If you're struggling with the 'other' side (behavior) of the RTI Triangle, we're the session for you! Come experience how our Pre-K to 2nd grade population has successfully created and implemented a school-wide behavior program which supports teachers and teaches children responsibility for self.

W-53: Video Editing: How to Edit Videos to Reach a Large Amount of Stakeholders

Keith A McMillin: School Counselor
South Elementary School

Learn how the basics of video editing can aid in transmission of information to stakeholders. Incorporate students and staff members in a controlled manner. The possibilities are limitless. Learn the basics of "Windows Movie Maker" and "Finalcut studio 12". Whether you want to make a DVD or post your movie on YouTube, learn how.

CEU-54: Exploring Career Development Best Practices from Middle School through College Years

A panel of Experts from all Levels - Let's Share!
Cynthia D Marco-Scanlon: Assistant Director
John Carroll University
Michael Morley: Career Development
University of Akron
Carla D Owens: Career Services
Kent State University
Gail Michalski: Career Resource Director
Auburn Career Center
Susie Boggs: Career Resource Director
Tolles Career & Technical Center

Any Anspach: Career Resource Director
Luckhaupt Career Center

Think of career development as a course that individuals must navigate – it begins in elementary school and continues through high school, post-secondary education and beyond. As the individual's needs change, so do the requirements of career professionals who assist them. Explore these requirements and the services offered to students at different levels. Hear from professionals at varying levels about best practices in the field. Participate in small group discussions to share your ideas for change. Learn about activities and initiatives that career professionals have utilized to deal with common barriers such as limited budgets and minimal staff.

W-55: ArtBreak: A Creative Counseling Intervention for Schools (Advanced)

Katherine Ziff: School Counselor
Athens City School District

Learn about ArtBreak, a small group counseling intervention for students based on the Expressive Therapies Continuum (ETC). ArtBreak, featuring multiple groupings and choice-based art-making, was piloted by The Plains Elementary in Athens County to support student learning. You will learn about the ETC, properties of various media and how they build skills that support students' personal, social and academic growth; key elements of an ArtBreak program; and how to tailor your own ArtBreak to the needs and resources of your school as well as your own skills and interests. You'll find out about setting up a "green" work space and use of easily available recycled and repurposed materials.

W-56: Bridging Out of Poverty: Empowering Ourselves to Empower Our Students/Clients

Laurie L Knath: School Counselor
Kent City Schools

You will leave this workshop with at least 2 ideas that are easily applied to the work you do with students or clients living in poverty that will positively impact their future. Poverty is not inevitable but can be remedied by sharing resources, and building relationships, trust and understanding among members of our community. Have you ever wondered what values guide your students or clients to make the continued decisions that negatively impact and sabotage their futures? By viewing the mental models of poverty, middle class, and wealth, and learning the hidden rules that guide each socioeconomic class, you can begin to develop new programs that are based on relationships and outcomes.

W-57: Improving School Climate

Kay Schofield: School Counselor
Springfield Clark CTC

Participants will be given tools for assessing their school's climate. A variety of projects and programs will be discussed that will improve school climate and therefore increase academic achievement. These interventions will include classroom, school-wide, and home-school and community involvement. Several aspects of school climate will be addressed to include diversity, bullying, drop-out prevention, etc.

Notes

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CEU-58: Spiritual Development in the Aging Population

Alexis M Rae: Graduate Assistant
The Ohio State University

Older adults (people over the age of 65) encompass one of the largest increasing demographic groups in the United States. For most of the aging population, spirituality is an important aspect of life. More than 96% believe in God or a universal spirit, more than 80% believe in life after death, and more than 70% pray daily. This presentation will overview Fowler's Stages of Spiritual Development, specifically as the model relates to the aging population. This session will explore evidence-based research regarding themes and provide specific, concrete strategies for counselors to utilize with their clients who are part of the aging population. Ethical concerns will also be explored.

CEU-59: Children Exposed to Domestic Violence: An Ecological Approach to Intervention

Patricia Beamish: Professor/Program Coordinator
Ohio University

Mary Jane Preece: Adjunct Faculty
Ohio University

Courtney M Kerns: Doctoral Student
Ohio University

Amber L Koester: Doctoral Student
Ohio University

This presentation focuses on an ecological approach to counseling children exposed to domestic violence. Assessment and intervention strategies will address domestic violence within the context of settings in which children live, the circumstances they have experienced, and the conditions in which adverse effects are most likely to occur. Considerations will be given to what takes place with the individuals in the immediate household, the larger social system of the family, the greater community, and the relevant cultural beliefs and values of society through the use of an ecological counseling framework.

CEU-60: Chronic Pain Rehabilitation: Management is Coping Not Curing

Christina R Janewski: Doctoral Student
University of Akron

Forty million Americans struggle to find relief from unresolved pain. Chronic pain affects numerous facets of a client's life. This presentation will help counseling professionals understand what chronic pain is, the differences between acute and terminal pain, and who chronic pain affects. Psychological aspects and substance use in relation to chronic pain will be discussed, as well as effective strategies in helping clients live with chronic pain using a multi-disciplinary approach.

CEU/RPT-61: Play Therapy with Children with Attachment Issues

Varunee Faii Sangganjanavanich: Assistant Professor
The University of Akron

Working with children with attachment issues presents challenges to counselors. Researchers have suggested play therapy as an effective intervention in working with these children. This presentation provides: (a) a brief overview of attachment issues in

children, (b) principles of play therapy, (c) approaches in play therapy addressing attachment issues, and (d) special considerations of using play therapy in working with children with attachment issues.

CEU-62: Obesity and Stigma: Special Considerations for Counselors

Katharine Stough: Doctoral Student
The Ohio State University

As mandated by ACA ethical standards, "counselors gain knowledge, personal awareness, sensitivity, and skills pertinent to working with a diverse client population". Although not clearly included in this category, weight bias is pervasive within our society and has been shown to have multi-faceted negative effects on obese individuals. Our field, however, has yet to engage this topic and explore its impact on our work. In an effort to begin to address this emerging issue, this session will explore the effects of weight bias and provide opportunity for professional dialogue. Participants will be encouraged to examine their own understanding of obesity stigma and to consider its implications.

CEU-63: Catch a Tiger by the Tail: Understanding Sexual Addiction

Steven W Patrick: Doctoral Student
University of Cincinnati

Kathy L Miller: Therapist
Private Practice

What was once among possibly the least talked about, and most misunderstood of all addictions, sexual addiction is quickly beginning to take on a prominent role in modern culture. Due to the recent reports of "Celebrities Gone Wild" our understanding of sexual addiction is only becoming more compromised. For many, their only source of education regarding sexual addiction is being delivered by the media. Compulsive sexual behavior can keep one locked in a world of secrecy and shame while potentially having a negative impact on ones self-esteem, relationships, and careers.

W-64: Support For Ohio's Military Families... Many Silently Suffering

LTC Robert Brämlich: Ohio National Guard Director, State Family Programs

Over 18,000 Ohio National Guard members have deployed in support of war efforts since September 11, 2001. The stresses associated with these deployments on the service members and their families are exacerbated by the geographic dispersion of our military families in the Guard and Reserve. This presentation will discuss Ohio's military commitment and resources to support troops and families with a special focus on military youth programs and resources.

W-65: Teen Talk...Straight Up. . .for Middle School Discussing Sensitive Topics with Teens

Kristian J Novak: School Counselor
Firelands Local Schools

Lesson plans include accurate and clear information, education, discussion and a "wow" activity. What's a "wow" activity? It's a very teachable moment. I've done everything from three-legged races - to improve teamwork and communication skills - to smoking a cigarette with a turkey baster -

yes, it's amazing after just one cigarette, the amount of residue that youth can see on a cotton ball, which would in essence be their lungs; and, coming soon, stacking blocks with vision impairment goggles. Other "wow" moments will include the effects of smokeless tobacco using a model of a diseased mouth (known as Mr. Dip Lip) and the importance of abstinence with a game of real-life scenarios.

W-66: What to Expect Your First Year as a School Counselor: Sage Wisdom from Those Who Have Been There, Done That!!

Amy N Binkley-Dils: School Counselor
Twin Valley South Middle School

Angel R Rhodes: School Counseling Program Director
University of Dayton

Haidee C Weaver: School Counselor
Luckhault Public High School

Are you relatively new to the school counseling field or are you transitioning to a different school? If so, this presentation is for you! Being a new or transitioning school counselor can be an overwhelming experience. In this presentation, data from school counselors across Ohio will be shared and a panel of school counselors from urban, suburban and rural demographic areas will answer your questions about their experiences. You will learn practical skills and techniques to assist you with the process, as well as gain insight into important first year experiences, job duties and expectations. Bring your questions and leave this session feeling prepared to embark on your new journey.

W-67: Freshman Mentoring Program (Advanced)

Judith A Maver: School Counselor
Akron Public Schools/Ellet High School

Transition is a huge issue in schools. Because it contributes to a student's graduation (or not), creating a good transition program is imperative. During this session, you'll have the opportunity to examine the steps involved in the preparation, implementation and evaluation of Ellet High School's Freshman Mentoring Program. The progress and pitfalls of the program's first two years will be discussed and our upgrades for year three will be described. You'll leave with specific ideas to construct/improve your program, practical plans for sessions, and a strong conviction that a defined transition program is a worthwhile addition to your high school.

W-68: Empowering Children with Incarcerated Parents ECWIP): A Small Group Approach

Jennifer R Chaney: School Social Worker
Nationwide Children's Hospital

Jennifer G Windnagel: School Counselor
Columbus City School District

Statistics show that 1 in 50 children have a parent that is incarcerated. Presenters will share the implementation of a small group counseling program for children in this population. This presentation is geared towards elementary school counselors and will outline the increased risk factors for these children as well as the importance of actively involving them in therapeutic activities to address these issues. Participants will walk away with information and resources to implement a small group counseling program to address these needs in their student population.

W-69: Making It Fit: Incorporating the National Model Into Your School Counseling Program

Kris Owen: School Counselor
Pickerington Local Schools

What in the world is the National Model? How will we ever get this thing finished? If you've ever asked yourself either of these two questions, this is your opportunity to get them answered. Pickerington Local School District counselors recently completed a district model and would like to help those of you who haven't started or who are stuck, to begin to move toward completion. Join us in this workshop that helps you to create a comprehensive school counseling program so that you can "make it fit" the individualized needs of your district.

Notes

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Welcome Reception

Thursday, November 4
6:15 p.m. - 7:45 p.m.

Join us on Thursday, November 4 at 6:15 p.m. in Easton Ballrooms A & B for food, drinks and a "feeling like you are down in the Caribbean". The Calypso Gypsies Steel Drum band will bring the sound and feel of the tropics with a mix of Jimmy Buffett, Santana, Harry Belafonte, Bob Marley and many others.

Be prepared to join a conga line, dance under the limbo stick or play percussion on stage with the trio.

Bring your friends. Meet new colleagues !!!



Sponsored by :

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OCA

Award Nominations

Dear OCA Member,

Consider nominating a fellow counselor for one of the following OCA awards:

CHARLES "CHUCK" WEAVER - To one who has demonstrated long, consistent, and distinguished service to the counseling profession and exemplary caring for people.

DAVID BROOKS AWARD - To one who has demonstrated a willingness to serve and take responsibility, while creating new paths in the counseling profession.

HERMAN J. PETERS AWARD - To one who promotes innovative ideas and theories in the counseling field and has a significant impact on future trends.

SUSAN SEARS "COUNSELOR OF THE YEAR AWARD" - To one who has gone beyond the call of duty by demonstrating exceptional service as a practitioner and/or counselor educator, through the application of OCA goals.

RESEARCH & WRITING AWARD - To one who has demonstrated extraordinary research and writing ability, as evidenced by journal publications for the counseling profession.

PUBLIC POLICY & LEGISLATION AWARD - To one who has demonstrated excellent advocacy by engaging in meaningful lobbying on behalf of the counseling profession.

NOMINATION PROCEDURE:

Download the nomination form and review the procedures found at

<http://www.ohiocounseling.org/awardnominations.htm>

Deadline : Thursday, September 30 Please Send Nominations To:
Dee Dee Hecht-Hewit
27 South Forge Street • Akron, Oh 44325 • d2h2@att.net

OSCA

Award Nominations

The OSCA Board is now accepting nominations for the following awards:

MARY CLAYTOR/CHARLES WEAVER LIFE MEMBERSHIP AWARD - To honor one who has contributed to the School Counselor Profession with excellence 15 years or more (OSCA membership required).

DWIGHT ARNOLD SCHOOL COUNSELOR OF THE YEAR - To recognize one for outstanding service to students, staff and families (OSCA membership required).

GEORGE E. HILL COUNSELOR EDUCATOR AWARD - To honor a counselor educator who has made a significant contribution to guidance.

JOHN G. ODGERS INNOVATIVE PROGRAM AWARD - To honor a school counselor or district that has instituted an innovative program in guidance (OSCA membership required).

JOAN GOODWIN SCHOOL/COMMUNITY RELATIONS PROGRAM AWARD - To commend excellent school/community relations developed by a school counselor (OSCA membership required).

RESEARCH AWARD - To recognize research that contributes to the field of school counseling (Does not need to be an OSCA member).

ADMINISTRATOR AWARD - To recognize an administrator, school or district that has contributed to the growth and understanding of counseling (Does not need to be an OSCA member).

Consider a self-nomination or a nomination of a colleague. Specific details can

be found at www.ohioschoolcounselor.org under the "School Counselor Resources" tab to download an application. Questions can be directed to

Marc Kaminicki at grantsawards@ohioschoolcounselor.org or MKaminicki@mayfieldschools.org

Deadline for submissions is September 30, 2010.

Poster Sessions



You are invited to attend the
Chi Sigma Iota/Ohio Mental Health Counselors Association



On Thursday, November 4th. from 6:15 p.m.-7:15 p.m., students from counseling programs across Ohio will present their research on mental health counseling issues. Attendees who spend 30 minutes visiting the student poster presentations will receive a .5 CEU. The poster presentations will be set-up inside the Welcome Reception rooms.

Join us for the Doctoral Showcase!!

The Doctoral Showcase will take place on November 4th, 2010 during the Welcome Reception at the All Ohio Counselors Conference. Join us between 6:15 p.m. and 7:15 p.m. in Easton Ballrooms A & B.

Faculty and/or students from doctoral Counselor Education programs in Ohio will be available to talk with anyone interested in doctoral studies. Those interested can pick-up information about doctoral Counselor Education programs at the University of Cincinnati, Kent State University, The Ohio State University, Ohio University, The University of Toledo and The University of Akron.

CEU-70: Supervision Needs for Counselors Working with Clients Diagnosed with an Eating Disorder

Nicole M LaSelle: Adjunct Instructor
Xavier University
Kelle Greeson: Master's Student
Xavier University

Counselors working with clients diagnosed with an eating disorder often describe their work as taxing based on the challenges they face within these relationships, including co-morbidity, prognosis and relapse estimates, lifetime prevalence, health consequences, suicide attempts, mortality, and insurance coverage limitations. Therefore, a focus on effective supervision is a mandate. To appropriately meet the needs of these counselors, supervisors must be prepared to address the unique needs of these counselors, including appropriate use of self-disclosure and countertransference issues related to body image, food, and weight to uphold self-care and prevent burnout.

CEU-71: Treating Suicide in College Counseling: Assessment Techniques, Treatment Alternatives and Population Concerns

Kristin L Bruns: Teaching Fellow
Kent State University
Chad M Yates: Teaching Fellow
Kent State University
Caleb J Kunkel: Behavioral Assistant
Dragonfly Academy

Suicide is the third leading cause of death for persons aged 15 to 24, and the second leading cause of death amongst college students. Approximately 1,100 college students commit suicide annually. These striking numbers reflect the enormity of the problem that college counseling centers face. Counseling center staffs are being tasked with providing care to students who present with suicidal ideation. This presentation will explore best practices for clinicians in assessment, treatment, and knowledge about the special characteristics of college students. Following the presentation the audience should be able to demonstrate knowledge in the assessment of suicidal clients, treatment consideration.

CEU-72: It Is Not Always A Bad Thing: Understanding Technology's Effect on the Social, Relational, Emotional, and Mental Health of Preteen/Teens

Marisa L White: Assistant Professor
Argosy University
Amanda Ravnak: Clinic Counselor
University of Akron

If you work with, have, or know a preteen or teenage child this session is a must attend. Technology is ever changing. What was 'cool' yesterday is outdated today. Do you know what the new trends are or what new methods teens use to communicate? Attend this education to 'get skoold' about the new trends in technology, why preteens/teens value technology, and how technology impacts their social, emotional, and mental health. Discover how you can reframe negative thinking about technology into a solution focused model. Uncover how you can use technology to connect with preteens/teens and increase their social and emotional intelligence.

CEU-73: Keeping Men Coming to Counseling: Innovative Approaches (Advanced)

Samuel C Wolfe: Counselor
Marion Technical College
Barbara A Mahaffey: Program Coordinator
Ohio University-Chillicothe and Private Practice

"Masculinity is about being invulnerable, not needing help and not showing pain," is the report in HealthDay magazine. Men who have traditional beliefs about masculinity are half as likely to get routine medical care. Counselors are challenged with getting men into counseling when there is a need, keeping them once

they have come, and gaining their trust through therapeutic alliance. Men have socialized in behaviors that could hinder progress in counseling or promote their dropping out prematurely. The presenters will talk about what approaches are useful in working with men in counseling. A Power Point presentation, group discussion, and a handout will be given to participants.

CEU-74: Telling the Hardest Stories: An Introduction to the Use of Trauma Narratives in the Treatment of PTSD

Bethany Garr: Counselor
Homes for Kids

Given the incidence of physical and sexual abuse, community violence, and natural disasters in our society, many community and mental health counselors are exposed to clients with trauma-related disorders. It can often be difficult to choose effective interventions in helping them to process this trauma. This presentation serves as an introduction to using trauma narratives with children and adolescents with trauma-related disorders, especially PTSD and Acute Stress Disorder. Participants will learn about what a trauma narrative is, when it is appropriate to use them, and how to construct one.

CEU/RPT-75: The Use of Play Therapy with Groups

Ellen M Stickney: Clinical Supervisor
Mental Health Services of Clark County

This workshop will focus on the use of Group Play Therapy with children. The rationale for use of the group approach instead of, or in conjunction with, individual therapy will be discussed. Information regarding the use of structured play to address particular treatment issues will be presented as well as information on non-directive/child-centered group play therapy. Specific group play therapy interventions will be presented.

W-76: Ohio Association for Counselor Education and Supervision

John Laux: President
OACES
Business Meeting

W-77: Alternative Education: Giving Our Children Choices

Heath J Grissinger: School Counselor and Teacher
Ashland County Community Academy

As standards have become higher and charter schools have become more common and controversial, a different type of educational plan has arisen. The Alternative School can be linked to a school district or sent out on its own as a community school. This presentation is designed to inform attendees about the nature of these schools, the different strategies used, to dispel some of the myths that go along, and inform everyone about how they can help students be successful.

W-78: The Dog Ate My Homework: Helping Students with Executive Function Skills

Kathleen E Rowe: School Counselor
Dublin City Schools
Timothy L Conrad: Adjunct Professor
University of Dayton

Ever work with students who could not show what they know? The hidden curriculum is the academic and personal/social skill sets needed for student success. Some students need help learning the skills, others need help applying the skills. Learn how counselors in the Dublin City Schools have attacked this hidden curriculum through motivational and coaching skills that lead to

student academic and personal/social successes.

W-79: Student Success Skills: Research-based Academic Support for the Whole Child

Carol E Clemons: School Counselor
Port Clinton City Schools

Student Success Skills, a packaged, inexpensive and well-researched program will make it easy for counselors to address academic, social and self-management skills within the classroom setting with follow-through in small groups. The program has been researched and reviewed in professional journals and shown to help students make an average gain of 30 points on achievement tests. Skills for Success focuses on goal setting, monitoring and success sharing; cognitive/memory skills; building healthy optimism; performing under pressure; and creating an encouraging and supportive classroom environment. Through music, movement and chants, students renew their enthusiasm for learning.

W-80: Are We There Yet? Progress Monitoring and Program Evaluation

Jennifer L Davis Bowman: School Counselor
OARS
Kerry Sebera: Assistant Professor
University of Cincinnati

Community and school programs are developed to address life challenges. How can professionals determine if the program meets the needs of the client? Further, how can professionals establish that the intervention works? Progress monitoring and program evaluation are simple ways to measure participant response as well as document intervention effects. This workshop will provide strategies to identify measurable goals, monitor performance, as well as adjust intervention techniques in order to ensure client success.

W-81: Meaningful Career Lessons for the Elementary School

Diane M Hinderliter: Consultant
Marco Products

Energize your career lessons with career paths that show young students the possibilities for the future based on their present interests, with the career clusters through a variety of activities, and with the knowledge of commercial games and counselor-made games.

W-82: Freshmen Focus: A Guidance Curriculum for Students Transitioning into High School

Jill A DeRamo: School Counselor
West Branch Local Schools
Jana B Stille: School Counselor
West Branch Local Schools

Research shows that transitioning to high school can sometimes be difficult and scary. If students feel connected to their school, they will excel. Freshmen Focus is a year long program in which the freshmen students are paired up with a mentor teacher and three upperclassmen student leaders. The goal of this program is to help students transition into high school with ease and to learn ways to become connected to their peers and their school. A "Freshmen Focus" program helps counselors not just implement another program, but "change the culture" of their school. Learn why there is a need for such a program, how to develop a curriculum, and how to access the outcomes.

W-83: Peer Mediation- Is It A Thing of the Past?

Kelli Jo Arndt: Assistant Professor
University of Dayton
Martha Brzowski: Graduate Student
University of Dayton
Lindsay Kohler: Graduate Student
University of Dayton
AJ Grimm: Graduate Student
University of Dayton
Jessica Morris: Graduate Student
University of Dayton

Have you ever wondered if PEER MEDIATION programs exist anymore or questioned their effectiveness? Do you wish you could implement a PEER MEDIATION program in your school but lack training in various models used? If you answered yes to these questions, then this presentation is for you! Find out what the literature says and hear what school counselors surveyed in Ohio said about PEER MEDIATION programs, ways to promote them, sustain them and gain "buy in" from parents, students, and staff. Through this presentation, you will learn ways to revitalize your current PEER MEDIATION program and methods to build a positive program if one is needed in your school.

Notes

CEU-84: Clinical Techniques for Assessing and Managing Suicidal Clients (Advanced)

Paul F Granello: Associate Professor
The Ohio State University
Darcy H Granello: Professor
The Ohio State University

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

CEU-85: Utilizing Characters in Literature to Enhance Diagnostic Counseling Techniques, Reinforce Problem-Solving Skills, Develop Proactive Interventions and Nurture Counselor Dispositions

Susan L Steiner: Assistant Professor
Malone University
Mollie K Prater: Admissions Counselor/Master's Candidate
Marietta College
Gregory S Wright: Instrumental Music Director
Perry Local Schools

Nursery rhymes, fairy tales, Caldecott and Newberry Award winning books and short stories can be used as catalysts for grounding counseling theory, honing diagnostic skills and counseling techniques, developing proactive interventions, and increasing empathy and understanding in the areas of cultural competency, inter-generational perspective, family dynamics, social and economic awareness and moral injustice. By administering to the character's needs uncovered in stories counseling skills are vastly expanded. Attendees will acquire or reinforce counseling skills by participating in this imaginative interactive session.

CEU/RPT-86: Multicultural Play Therapy: Considerations for Theory, Skills, and Supplies

Aneesa E Bhimani-Trimble: Outpatient Counselor
Eastway

Children are the same across the world...they play. Through their play, children express themselves in a manner most developmentally appropriate to them. Differences, however, exist in the toys and supplies they choose and the values they hold as important. The United States is becoming increasingly diverse and as counselors, it is important to understand how a client's culture of origin impacts his/her view of the concern that brings them to your office. Through both lecture and experience, participants will learn theory of multicultural play therapy, skills to incorporate a client's culture of origin, and toys/supplies which may be useful in working with a diverse population.

CEU-87: "My Clients Don't Know I'm LGBT Friendly!?" Helping School and Mental Health Counselors Meet the Needs of LGBT Youth

Harry R Warner: Counselor
Ahl Counseling Services
Julie Krause: Master's Student
Kent State University
Rachel A Vitale: Doctoral Student
Kent State University
Amanda Cole: Master's Student
The University of Akron

This session will provide useful information for both school and mental health counselors by focusing on counselor accessibility, case conceptualization, and treatment planning for youth who identify as LGBT. School and mental health counselors will benefit from learning how to use a model which utilizes specific techniques that foster acceptance and openness in the counseling relationship as well as provide session participants with a concrete take-home technique to add to their repertoires.

CEU-88: An Event-based Paradigm: Working Through Impasses in Supervision (Advanced)

Sandy L Perosa: Professor
The University of Akron
Linda M Perosa: Associate Professor
The University of Akron
Brian A Chopko: Assistant Professor
Kent State University at Stark
Jonathan Lent: Adjunct Faculty
John Carroll University
Jane Fink: Counselor
University of Akron, Wayne Campus
Marianne Meniru: Doctoral Student
University of Akron

This workshop presents a Critical Events-Based Model utilizing a task-analytic approach that provides the supervisor with a conceptual framework for working through impasses in supervision. It focuses on how to identify (a) Marker Events signaling a dilemma confronting a supervisor, (b) the interactional sequences to be followed by the supervisor within the Task Environment to address the dilemma, and (c) the

Resolution which might include: enhanced self-awareness, new knowledge and skills, and repair of the alliance. Participants will view video tapes demonstrating the Model and participate in role-plays in which they practice the skills.

CEU-89: Understanding and Intervening With Traumatized Children and Adolescents: Why What You are Doing May Not Work and How to Reach Them

Ky Heinlen: Counseling Faculty
Cuyahoga Community College
Joellen Woodring: Clinical Supervisor, Counselor
Berea Children's Home & Family Services

Individuals who work with children, whether they are teachers or counselors are discovering that the children they work with are increasingly impacted by trauma. This program will provide a description of how trauma impacts the development and behavior of children and adolescents. Specific attention will be paid to how trauma impacts attachment and introduce the concept of attunement. The majority of the program will be spent identifying intervention strategies to assist individuals in providing evidence-based practice. These strategies will demonstrate how to successfully engage children and effect positive change. In addition, strategies for improving resilience will be identified.

CEU-90: Learning the Dance of Motivational Interviewing: Student Counselor Testimonials

Cynthia J Osborn: Professor
Kent State University
Brittany Shundy: Master's Student
Kent State University
Nicole Thomas: Master's Student
Kent State University
Danielle Maggiore: Master's Student
Kent State University
Elizabeth Smith: Master's Student
Kent State University

Learning to practice motivational interviewing (MI) is similar to learning to play a musical instrument - continued practice with immediate feedback is essential. Staying "in tune" is particularly important when implementing an evidence-based practice such as MI. In this workshop, four counseling students will describe how they learned the fundamentals or basic "notes" of MI and how individual and group supervision assisted them to practice MI with fidelity during one academic semester. Each student will demonstrate how she learned a specific counselor behavior consistent with the MI "spirit" by reviewing portions of counseling session transcripts.

W-91: Exciting School-Wide Programming in an Elementary School Setting: How to Make Your School a "Model School"

Marissa L Rex: School Counselor
Washington Local Schools

School-wide programming can be difficult to organize and implement—you must have staff buy-in, a smaller team to help coordinate the events, and meaningful program content. Hiawatha Elementary (K-6) was able to achieve this, creating an innovative and effective system of programming that reached all students. Due to their programs' success, Hiawatha has earned a "Model School" award through Teaching Tolerance, a project of the Southern Poverty Law Center. Participants in this program will learn more about these programs and how they can incorporate Hiawatha's strategies into their schools.

W-92: Ohio Career Information System (OCIS)/IACP: Why, When, and How for Grades 5 - 12

Donna J Czeck: School Counselor
Lordstown Local Schools
Jackie Kuffel: Career Development Supervisor
Mahoning County Career & Technical Center
Kay Roller: Career Education Coordinator/GCDF
Ashtabula County Joint Vocational School
Ann Jordan: Career Development Manager
Great Oaks Career Campuses
Caroline George: OCIS Director
Ohio Department of Education
Beth Bronkar: Career Development
C-Tec
Nancy Ralls: Career Development
West Shore Career Tech School
Jan Belz: Career Development
Polaris Career Center

"My students need a career plan? What's that? How do I do that?" If you are looking for an easy, user-friendly tool to assist your students in the career planning process that will meet the criteria for college and career readiness standards, OCIS is for you. Information will be presented in differentiated mini-sessions to meet your

needs including: (1) online assessments; (2) activities to support career development; (3) understanding career pathways and more.

CEU-93: Are You Aware Human Traffickers Are Recruiting Children and Youth IN OHIO? - YOU SHOULD KNOW SOME OF THE SIGNS!

Linda L Connolly: Retired School Counselor
Community Volunteer
Celia Williamson: Counselor
University of Toledo
Mary Schmidbauer: Director
Second Chance

Human trafficking will be defined. It is modern day slavery, the fastest growing criminal industry - facts and statistics will be presented to support why. Sexually exploited children are victims. Participants will learn how easily girls and boys could be lured by finesse traffickers. After rescue, shame, guilt, post traumatic stress disorder, and the need to heal require specialized therapeutic counseling but the youth may end up in your office. View a DVD about a young girl finessed into prostitution. Resources regarding domestic sex trafficking will be made available. A curriculum guide for the DVD "Losing Maria" will be made available to presentation participants.

W-94: Fostering a College-bound Culture in Every School (Advanced)

Colette T Dollarhide: Visiting Assistant Professor
The Ohio State University
Amy Wade: Assistant Director for Early College Out
The Ohio State University
Laura L Kraus: Associate Director, Economic Access Initiative
The Ohio State University
Michele C Brown: Senior Assistant Director
The Ohio State University

Creating a college-bound culture in every school promotes the importance of 1) high expectations and 2) caring from schools, parents, and students. Counselors can create this college-bound culture from elementary to high school by working with teachers, parents, and administrators to communicate two consistent messages: caring and high expectations for success. Ways to create a college-bound culture in every school will be discussed.

CEU-95: After the Crises: Traumatic Event Crises Intervention Plan (TECIP)

Mike Markowitz: School Psychologist
South-Western City School District
Jennifer Haddow: Consultant
Crisis Oriented Planning and Educational Services, LLC

TECIP is a school-based framework designed to meet the emotional and psychological needs of students and staff in the AFTERMATH of a traumatic event. Implementation of the TECIP model is designed to be initiated on the first day back to school after receiving knowledge of a traumatic incident. The program outlines the recommended action steps and describes (and models) the intervention strategies embedded within the framework.

W-96: Stop Spinning Your Wheels: Anti-Bullying Solutions That Work!

Frank DiLallo: Intervention/Prevention Consultant
Diocese of Toledo

Bullying seriously impacts teaching, student learning, psychosocial development, academic mission and overall school climate. Many anti-bullying approaches raise important awareness, but often fall short, not delivering real concrete solutions. Participants will learn to facilitate 5 activities to increase student awareness of social responsibility, 3 powerful interpersonal skill-building activities to strengthen peer-to-peer relationships and 7 intrapersonal skill-building activities to build and strengthen internal assets. Participants will walk away with practical "tools of engagement" for immediate implementation with grades 4-8. Free follow up consultations available to participants for the 2010-2011 academic calendar year.

W-97: OSCA General Session

Shawn Grime: President
Ohio School Counselor Association

OSCA is undergoing many changes in an attempt to provide more comprehensive services to our members. Attend the OSCA General Session to get an overview of the new and improved services being provided as well as a review of the recent happenings within the association. Board members will be on hand to answer questions and provide support. Remember that this is YOUR association so your feedback is valuable to the board in guiding future initiatives.

Notes

CEU-98: Aspergers Syndrome and Good Clinical Practice: Diagnostic and Treatment Strategies Based On the Voices of Adolescents and Young Adults with AS and Their Parents

Alicia K Pascoe: Graduate Assistant
John Carroll University
John Rausch: Associate Professor
John Carroll University
Paula Britton: Professor
John Carroll University
Jeff Hatgas: Intern
John Carroll University

Asperger's Syndrome can be a vague, ambiguous diagnosis that often leaves professionals wondering how to differentiate "quirky" behavior from an actual AS diagnosis. Misdiagnosis and late diagnosis occur often and can severely hinder the intervention process. The proposed DSM changes attempt to address these issues but what are the practical implications of these changes, especially for school services and/or counseling interventions? What intervention strategies are the most effective? These issues will be addressed in the context of a qualitative study, giving voice to 12 families with a child (ages 13-21) diagnosed with AS, both from the parents' and their children's perspectives.

CEU-99: Online Social Relationships: Should Counselors Encourage or Discourage Clients' Use of the Internet?

Jodie K Edwards: Assistant Professor
Cincinnati Christian University
David R Brown: Assistant Professor
Cincinnati Christian University
Jennee R Hartkopf: Therapist
Youthworks Adolescent & Family Services

Internet usage continues to increase with more individuals using the Internet to maintain and form social and romantic relationships. It is imperative that counselors understand the positives and negatives that can result from clients relying heavily on the Internet for social connectedness. This workshop will review the difference between online and in-person relationships, present empirical evidence about how the Internet impacts psychological well-being and social relationships, and discuss the impact of the Internet on the therapeutic relationship. Tips for helping clients use the Internet to promote healthy social connections will be given.

CEU-100: "Can We Talk About That?": Opening Conversations on Spirituality in Clinical Practice

David P Mann: Professor
Ashland University/Seminary
Bridget M Ross: Counseling Center Coordinator
Ashland University/Seminary

Religion and mental health professions have a history of being at odds with one another. This has created an environment wherein numbers of clients and counselors alike have not dared to surface issues involving spirituality in the counseling office. Although the CACREP's Standards include "religious and spiritual values" under "social and cultural diversity" studies, numbers of counselors feel both uncomfortable and ill-equipped to open conversations on spiritual matters with clients. This session will present an expanded biopsychosociospiritual model of conceptualizing client concerns and practical ways of opening conversations on the spiritual.

CEU/RPT-101: Utilizing Superheroes in Play Therapy

George H Enfield: Counselor
Catholic Charities Southwest Ohio

Utilizing Superheroes in Play Therapy is an introductory training designed to allow participants to gain fundamental insight into a few of the elements of utilizing Superheroes in play therapy session with children and families. Participants should leave with a greater understanding of Superheroes and the power this metaphor can provide in the treatment setting.

CEU-102: To Touch or Not To Touch: Ethical Considerations for Practicing Counselors

Stephanie L Calmes: Doctoral Graduate Assistant
The University of Toledo
Nick J Piazza: Professor
The University of Toledo
John M Laux: Associate Professor
The University of Toledo

Touch, despite its recognized therapeutic effects, has been highly controversial ever since Freudian times. The controversy surrounding the use of touch in psychotherapy is fueled by a complex interplay of theoretical rationale, cultural taboos, and ethical and legal considerations; there are currently no explicit guidelines that regulate the use of physical touch in psychotherapy. This session's presenters review, present and discuss the literature on therapeutic touch, the ethical considerations and pros and cons of using touch in therapeutic settings, and offer a model clinicians can employ when considering the clinical value and ethical acceptability of physical contact with clients.

CEU-103: Beyond Techniques: Understanding How Counselor Characteristics Impact Counseling Outcomes (Advanced)

Scott E Hall: Associate Professor
University of Dayton
Michelle E Flaum: Clinical Faculty
University of Dayton

Common Factors Research tells us that all theories are basically created equal – so why might one counselor be more effective than another? Join us as we explore key counselor characteristics such as likability, character virtues, communication styles, and the impact on therapeutic relationships and counseling outcomes. Participants will receive the Character Identity Inventory and other relevant handouts.

CEU-104: Risk Management: Protecting Your License and Reputation

Nikol Bowen: OMHCA President
Renee Kolecki: OMHCA Past President

Mental health counselors are privileged to share in their clients' vulnerabilities and struggles, but this privilege often involves safety issues. Counselors must make decisions, sometimes in partnership with their clients, sometimes against their clients' wishes, to ensure client well-being and safety and the safety of others. What are the risks to counselors as they support their clients in situations that are challenging physically, emotionally, legally and ethically? Join members of the Ohio Mental Health Counselors Association (OMHCA) Board as they explore these risks as well as decision-making strategies to manage them. This presentation will address specific risks and strategies, working with minors and risk management in various settings, such as agencies, private practice and urban and rural communities. Also, learn more about participating in the education and advocacy efforts of OMHCA.

W-105: Empowering Students with IEPs and 504 Plans in the College Search Process

Brandi D Cooper: School Counselor
Granville Exempted Village Schools
Ann E Raffay: School Counselor
Granville Exempted Village Schools
Amber A Dorchester: School Counselor
Granville Exempted Village Schools

In this session, you can hear how the Granville High School counselors and special education department collaborated to provide comprehensive support for students with IEPs or 504 plans in the college search process. We will share our collaborative methods and how we implemented our College Information Night for parents of students with an IEP or 504 Plan. Resources will be provided via a tour of our website and helpful handouts to take home.

W-106: Social Skills Program for the Entire Elementary Building to Support Your Response to Intervention (RTI) or Positive Behavior Support (PBS) Plans

Crisinda Puetz: Family Support Specialist
Winton Woods City Schools

Ever wanted to easily implement a school-wide social skills program that is fun, simple and with no cost? This workshop will give you all that you need in order to go back to school and involve teachers, janitors, cafeteria workers, front office staff, the community and family members to help teach every child practical social skills. You will leave with handouts and tools to be implemented the very next day of school! If you've ever found yourself thinking the kids need to learn basic social skills like listening, ignoring, dealing with teasing, or accepting consequences as much as math, reading and writing, then

come join us and leave equipped!

CEU-107: Sexting and Cyberbullying: How to PREVENT the Misuse of Social Media

Christine Suniti Bhat: Assistant Professor
Ohio University
Jamie A Linscott: Doctoral Student
Ohio University
Will Soto: Doctoral Student
Ohio University

Social networking, cell phones, and YouTube are here to stay! On the positive side such forms of communication can provide an avenue for self-expression, social interaction, and learning. But with these benefits come risks. Extreme risks include suicides related to cyberbullying and sexting, and violent attacks fuelled by and filmed for social media. Attend this presentation to learn how to provide effective social media literacy training to youth and parents. Obtain copies of social networking and cell phone "contracts" and other useful resources.

W-108: Practical Strategies and Methods for Facilitating Groups for Students Who Have Been Identified with Special Needs

Charity A Kurz: Special Education Teacher
Boardman High School
Jessica M Wallbrown: School Counselor
Southeast Local School District

School counselors will learn strategies and techniques to assist the therapeutic group process with students who have been identified with special needs as well as with students who are experiencing difficulty in identifying appropriate behaviors. Counselors will become aware of obstacles that hinder the group process, differences between psycho-educational groups and process-oriented groups, and practical methodologies. Practical strategies and methods will be presented enabling the counselors to move from abstract concepts to concrete ones enhancing student insight and enabling students to find meaning in current life situations. This is a hands-on and interactive workshop.

W-109: What Do You Mean Boys in Schools are in Crisis!

William J DeMeo: Psychologist
Cincinnati Public Schools

By almost every benchmark, boys across the nation and in every demographic group are falling behind. Boys are 85 percent of the discipline problems in school. They also constitute the largest population in special education, Title 1, and those who have reading and writing problems. Boys are the ones who have committed the violent acts in America's schools and they are the most likely to drop out of school. This dynamic and interactive workshop will focus on providing participants with knowledge of effective and appropriate prevention and intervention strategies for boys in crisis. Through a combination of role-playing and other active participatory methods.

CEU-110: Who's the Client, When? Bringing Clarity to Ethical Decision-making in School Settings

Patricia A Brubaker: School Counselor
Gilmour Academy
Cecile Brennan: Professor
John Carroll University

While ethical guidelines exist to provide clarity for school counselors, the school environment, with competing interests between a student's need for confidentiality and the legal rights of parents as well as school's need to know, often clouds a seemingly clear set of standards. Through small-group and large-group discussion of case studies, participants will be given the opportunity to increase their understanding of the complexities of respecting a minor's right to confidentiality, to develop a sensitivity to the need to consider their actions in context of each situation for each individual student and to understand the rights of parents. Participants will develop an ethical decision.

W/RPT-111: Play Therapy and the School Counselor

Victoria Albanese: School Counselor
Wadsworth City Schools

Participants will learn how play therapy can be effectively and respectfully used to help students with issues such as depression, anxiety, ADHD, poor self-esteem and other disorders and situations that frequently keep students from experiencing success in the school setting. Practical issues such as time, space and budgets will be addressed. Pictures, demonstration and video will be used to illustrate directive techniques.

Notes

CEU-112: Help, I've Fallen and I Can't Get Up: Substance Abuse Crisis Intervention for the General Counselor

Benjamin P Kelch: Doctoral Student
University of Toledo Department of Counselor
Kathleen Salyers: Associate Professor
University of Toledo

Substance use disorders constitute the most prevalent of all mental health disorders affecting 10-12% of the general population. With nearly 26 million Americans affected, the deep denial associated with this condition, and the general stigma attached to addiction, if clients seek help it is more likely than not that clients will see a general counselor prior to going to a substance abuse treatment center. Common signs and symptoms of substance abuse will be presented along with the most common substance abuse crises. Triage and counseling interventions effective in handling these crises will be presented.

CEU-113: Gang Affiliated Adolescents – Counseling without Condoning

Meghan J Brown: Program Director
Meridian Services

The intended purpose of this workshop is to inform counselors (community, school, higher education and addictions counselors) about recognizing gang involvement among adolescents and understanding its purpose for the client. Additionally, participants will leave this session with knowledge of counseling skills that allow them to work with a client on these issues while remaining non-judgmental. The importance of maintaining professional ethics will also be stressed. The presentation will be conducted through PowerPoint and open discussion.

CEU/RPT-114: Play Therapy for Children on the Autism Spectrum: Goal-Setting and Functional Strategies for Practitioners (Advanced)

Elizabeth H Bing: Psychologist
Western Reserve Psychological Associates

Children on the autism spectrum have specialized needs and require specialized techniques in the provision of counseling and therapy, and play therapy with these types of children has been shown to be particularly effective. This presentation is a practical approach for approaching play therapy with children on the autism spectrum, beginning with setting appropriate and achievable goals for treatment and providing practical strategies for engaging in play therapy that will assist in facilitating achievement of these goals.

CEU-115: But I'm Not Taking Any Drugs: Process Addiction in Clinical Practice

Lee Wetherbee: Professor of Counseling
Ashland Theological Seminary
Sarah Dronen: Graduate Student
Ashland University

This presentation will begin with an overview of research into the dynamics, prevalence and identification of process addictions. From this foundation participants will be encouraged to differentiate among impulsive, compulsive and addictive behavioral patterns. Difficulties with currently available (DSM-IV TR) diagnostic categories will be discussed in the context of treatment planning. The historic and current work of Patrick Carnes and Aviel Goodman will be utilized to inform exploration of clients who present with sexually addictive behavioral patterns. Multimedia presentation materials in an interactive lecture format will be utilized for this program.

CEU-116: The Impact Individual Characteristics May Have on Your Experience of Burnout (Advanced)

Jonathan Lent: Adjunct Professor
John Carroll University
Kara A Kaelber: Assistant Professor
Malone University

Burnout is a serious problem that affects those in the field of counseling. Due to the consequences and symptoms of burnout, it is important that counselors have more knowledge regarding the antecedents of burnout. The overwhelming majority of research, to this point, has focused on the factors relating to the work environment that affect burnout. However, there are individual factors that also increase an individual's likelihood to become burned out. In this presentation, attendees will gain valuable information about the individual characteristics such as personality factors and demographic factors that influence the level of burnout experienced.

CEU-117: Should I be Scared of this Subpoena?: A User's Guide to the Counselor's Role as Expert Witness in an Increasing Litigious Environment

Joshua D Francis: Counselor
Francis Counseling and Consultation

Receiving a subpoena and the potential for court testimony can be a scary and intimidating occurrence for the practicing counselor. Awareness and preparation of court procedures and the role of the expert witness is vital to the confident follow-through of any court proceedings. This presentation will provide a practical description of the court process, the cast of characters involved in the proceedings, and current ethical and legal issues surrounding the topic. An examination of the role of a professional counselor as expert witness will also be provided. Special emphasis will be placed on this role in relation to child and parental custody matters.

CEU-118: Working with a Client Experiencing Chronic or Frequent Suicidality on an Outpatient Basis

Emily L Ribnik: PreScreen/ CIT Coordinator
Coleman Professional Services

Chronically or frequently suicidal clients can be an extremely intimidating case to take on as a therapist. However, these types of clients are becoming more and more common on our caseloads, both in the community agency and private sector. Although these clients can be very challenging, they also present a unique opportunity for therapists to work with them. This program will review general information about suicidality and risk factors, as well as protective factors. The main focus of this presentation will be enhancing the attendees skills in developing concrete and successful support/crisis plans for their clients, including documentation and other legal issues involved.

CEU-119: Counseling the Injured High School Athlete

Joseph P Tedesco: Professor
University of Dayton
Will Soto: Graduate Student
Ohio University

Sport Psychology research has posited a Stress Injury Model (Anderson & Williams, 1999) as a predictive model to athletic injury and recovery. There is a clear correlation between the emotional response of athletes after an injury which can be further influenced by injury severity, duration, and the athlete's injury history. The presenters will discuss the challenges facing counselors working with the high school and college athlete who is recovering from injury. They will emphasize the Biopsychosocial Model (Brewer, Andersen, Van Raalte, 2002) of sport injury rehabilitation.

W-120: The Construction of Behavior Supports and the Implementation of Behavioral Strategies to Decrease Inappropriate Externalizing Behaviors in Youth

Elizabeth A Barger: School Counselor
Monroe Local School District

This presentation will guide you through a multi-level approach to helping school staff reduce the externalized inappropriate behaviors exhibited by students. Staff presentations, behavior intervention plans, and consultation/collaboration will be discussed.

W-121: Moving to Middle School: Our District's Program to Promote a Smooth Transition from Elementary School to Middle School using Student Leadership

Carly F Frey: School Counselor
Kent City Schools

The step from elementary school to middle school can seem like a huge jump for some students. Many are coming from very small atmospheres to a much larger, more intimidating environment. Come listen to how Stanton Middle School works to transition their 5th graders to 6th grade using a student leadership program. Audience members will be provided with information and ideas to implement at their school!

W-122: Academic Achievement: The Essential Role of Comprehensive Developmental Guidance Skill Building

Tommie R Radd: School Counselor
Columbus City Schools
Doris Coy: Counselor
Consultant in Private Practice

It is important for school counselors to understand ways their programs support student learning outcomes. Participants learn ways a comprehensive counseling program and skill building supports academic achievement. School-based research and evaluation will be shared. Participants will understand ways that being a member of the school learning team promotes their program.

CEU-123: Teen Dating Violence and the New Tina Law: What Counselors Need to Know

Carrie A VanMeter: Associate Professor
Walsh University
Christie Jenkins: Counselor
Family and Child Abuse Prevention
Amber Lange: Counselor
Private Practice

Teen Dating Violence has been recognized as an issue in Ohio as evidence of the passing House Bill 19 the new "Tina Law". The purpose of this presentation is to introduce counselors to the specifics of the new law, the new expectation of the school districts, and how this will affect counselors. This presentation will give overviews on some of the known violence curriculum that school districts could be using such as Expect Respect, Safe Dates, The Fourth R, and love is respect campaign. The goal of the presenters is for the attendees to leave having more insight on teen dating violence, information on the Tina Law, and ways to be able to comply and meet the Tina Law.

W-124: Leading a School Crisis Response through Recovery

Brianna Abbott: School Counselor
Worthington School District
Tim L Conrad: Consultant
T L Conrad and Associates

Counselors are often asked to respond to the needs of students in crisis. It is during these times of tragedy and loss that all eyes turn toward the counselors to lead the school community through the recovery process. Having an established recovery plan and training before a crisis occurs is essential. Topics of this session will include the nature of crises and grief responses, formalizing a recovery plan, an overview of a building level response to loss, and leadership during a crisis. An emphasis will be placed on providing practical insight and useful knowledge that can be utilized to assess, revise, or create a building level crisis recovery plan.

W-125: Working With Students Defined as Serious Emotional Disturbance

Nickie Negrelli: Special Education Teacher
Lakota Local Schools

Students labeled as having a Serious Emotional Disturbance (SED) under the Individuals with Disabilities in Education Act often remain a segregated, marginalized population in public schools, even under the umbrella of Special Education. Because the needs of these students often fall outside the realm of traditional classroom management and into the world of mental health, School Counselors are now in a unique place to advocate for our place in elementary schools while also working toward a more effective education for students with SED. The presenter will provide an overview how the current system is denying students with SED the right to a Free and Appropriate Education, discuss the necessity for school-based counseling services for this population, and present counseling strategies School Counselors can use to meet common behavioral IEP goals.

Notes

NEW LOWER RATES

ON PROFESSIONAL LIABILITY INSURANCE FOR MEMBERS OF ACA AND ITS STATE CHAPTERS WITH CPH AND ASSOCIATES*

ACA and State Chapter Member Rates

Professional Liability Rates	Limits	Limits
	\$1,000,000 \$3,000,000	\$1,000,000 \$5,000,000
Category A 0-10 hours	\$100	\$106
Category A 11-20 hours	\$111	\$118
Category C Over 20 Hours	\$221	\$237

Categories are based on the number of client contact hours a week self employed (1099). All categories include any employed (w2) hours worked.

Non-Member Rates

Professional Liability Rates	\$1,000,000 \$3,000,000	\$1,000,000 \$5,000,000
	Category A	\$115
Category B	\$180	\$184
Category C	\$320	\$326

*As compared to CPH and Associates' Rates for Non-ACA member counselors.
CPH and Associates is not affiliated or associated with or endorsed by the ACA.

WE ARE DIFFERENT. At CPH and Associates we focus on providing liability insurance *exclusively* to the mental health field. We understand your unique insurance needs and we've tailored our policy to meet those needs.

CUSTOMER SERVICE.

**EXTENDED BUSINESS HOURS.....
.....NO PHONE MENUS**

You are our priority, and our service has been called "rare for this day and age". We're open extended business hours through the week, and on Saturdays. Also, we don't believe in confusing phone menus, so we make sure a live person answers the phone when you call.
800-875-1911

www.cphins.com



Hotel Registration Form

(Please complete and mail or fax immediately)

DEADLINE: OCTOBER 12, 2010

Reservations made after October 13, 2010 or if block is full, rate is subject to availability and increase.

Print or type all information requested and mail or fax to Hilton Columbus
3900 Chagrin Drive, Columbus, OH 43219 • Fax (614) 414-5100.

Number hotels in numerical order of preference. Rooms will be assigned on a first-come, first-served basis.

Circle room type requested.

NUMBER YOUR CHOICES	HOTELS		SINGLE		DOUBLE		DBL/DBL 2 BEDS/2 PERSONS
	1 BED/1 PERSON	1 BED/2 PERSONS	1 BED/1 PERSON	1 BED/2 PERSONS	2 BEDS/2 PERSONS		
	Hilton	\$147	\$147	\$147	\$147	\$147	
	Courtyard by Marriott <i>(this hotel is located within walking distance of the Hilton)</i>	\$147	\$147	\$147	\$147	\$147	
	Residence Inn <i>(this hotel is located within walking distance of the Hilton)</i>	\$147	\$147	\$147	\$147	\$147	<i>(1 Queen/1sleeper sofa)</i>

NOTE: These rates are applicable on November 3 and 4, 2010 only. Reservation requests must be accompanied by a deposit equal to the first and last nights' room rate plus 16.75% tax or guaranteed with major credit card.

Number of Rooms Requested: _____ Roll Away Bed (\$15 per night)

Number of People to Occupy Room: _____ Wheelchair Accessible Room

Nonsmoking Room Smoking

Name: _____ Arrival Date: _____

Address: _____ Departure Date: _____

City/State/Zip: _____ Additional Guest: _____

Telephone: (____) _____

I have enclosed a check in the amount of _____ plus 16.75% tax.

Please charge my deposit plus applicable taxes to the following credit card:

MasterCard Visa American Express Carte Blanche/Diners Club Discover JCB

Card Number: _____ Exp. Date _____

I understand that I will forfeit my deposit in the event that I do not arrive or cancel less than 48 hours (unless contracted differently) prior to arrival. All reservations will be assessed a \$100.00 early departure charge for each night I check out in advance of my scheduled departure date.

Name of Credit Card Holder _____

Signature of Card Holder _____

Maximum of two rooms held per name. Bed types are not guaranteed and are based upon availability.

• Actual names for additional persons must be received by **Monday October 18, 2010**.

• Check-in time after 4:00 p.m. Check-out time is 12:00 noon. Occupancy tax is subject to change.

• Cancellation or modification of reservation must be made at least 48 hours prior to arrival to avoid forfeiture of deposit.

• Ask for and retain cancellation number until you receive refund of deposit or credit to credit card.

• No charge for children under 18 when sharing room with parents and using existing bed space.

• All hotel accounts are subject to credit arrangements at time of registration and payable at departure.

NOTE: You can also make your hotel reservation online by going to www.ohiocounseling.org and look for the link on the left side of the page titled AOCC-Conference. Once there, you can make your reservation for the Hilton, Courtyard or Residence Inn.

All Ohio Counselors Conference Registration Form

DEADLINE: OCTOBER 25, 2010

PAYMENT FOR REGISTRATION BY MAIL

If you use this form to register, a check or purchase order must accompany the registration form for it to be processed. Make check or purchase order payable to: All Ohio Counselors Conference and mail to the address indicated. The tax identification number is 34-1296830.

Save Time by
REGISTERING AND PAYING ON-LINE
at
www.ohiocounseling.org/aocc.htm

OR

Return this form to:
ALL OHIO COUNSELORS CONFERENCE
8312 Willowbridge Place • Canal Winchester, OH 43110
Phone: (614) 833-1198 • Fax: (614) 866-1886

ON-SITE REGISTRATION

If you register on-site, you will be charged \$20 more than the prices quoted. The Awards Luncheon is not available to on-site registrants.

MEMBERSHIP IN OCA, OSCA

By being a member of the Ohio Counseling Association (OCA) and/or the Ohio School Counselor Association (OSCA) you save over 40% on your All Ohio registration fees. If you join one of the Associations when you register, you pay the member registration rates. Membership forms may be found on pages 21 & 22 of the program.

I am a member of:

OCA OSCA Joining at this time Not a member

ON-LINE REGISTRATION

Complete your registration on-line in two simple steps using your Visa, Mastercard, American Express, Discover, Bank transfer, or PayPal balance. If your employer requires issuing a purchase order and you would like to register on-line, please view instructions at www.ohiocounseling.org/aocc.htm. The tax identification number is 34-1296830. Please ask your employer to send a copy of the invoice with the purchase order.

Please type or print with black ink. (Abbreviate where necessary to stay within boxes.) (Leave a space between words.)

Last Name: _____

First Name: _____

First name as you would like it on name badge: _____

Employer: _____

Address: _____

(Please use address where you would like to receive your confirmation postcard and CEU certificate(s).)

County: _____

City: _____ State: _____ Zip: _____

E-Mail Address: _____

NOTE: It is very important that you include your e-mail address if you have one. We will confirm your registration via e-mail about one week before the conference. If you don't have an e-mail address indicate "NONE" and we will confirm your registration by mail.

All Ohio Counselors Conference Registration Form

DEADLINE: OCTOBER 25, 2010 • CONFERENCE FEES

OCA/OSCA Member Rates

Both Days \$130
 Thursday Only \$90
 Friday Only \$90

Nonmember Rates

Both Days \$195
 Thursday Only \$145
 Friday Only \$145

Student Rate

One or Both Days \$65
 Thursday Friday

Retired Rate

One or Both Days \$65
 Thursday Friday

Meal

Lunch, Awards Ceremony Thursday \$30
 Served Breast of Chicken, Tomato, Fresh Mozzarella, Basil Balsamic Sauce, Vegetable,
 Tossed Mixed Lettuce and Transiua Torte with Kahulu Sauce.

Please indicate any special needs:

All Day Pre-Conferences - Member Rates

A1. Glodowski (W) \$90
 A2. Jacobs/Schimmel (CEU) \$90
 A3. Reynolds (CEU/RPT) \$90
 A4. Burns/Cruikshanks/Brace \$90

All Day Pre-Conferences - Nonmember Rates

A1. Glodowski (W) \$140
 A2. Jacobs/Schimmel (CEU) \$140
 A3. Reynolds (CEU/RPT) \$140
 A4. Burns/Cruikshanks/Brace \$140

Evening Pre-Conferences - Nov. 4 • 7:00-9:00 p.m.

Member/Nonmember Rates
 E1. Glazer (CEU/RPT) \$45/\$65
 E2. Brennan (CEU) \$45/\$65
 E3. Boguski (W) \$45/\$65
 E4. Fields (CEU) \$45/\$65
 E5. Falvo (W) \$45/\$65
 E6. Banks (CEU) \$45/\$65

TOTAL AMOUNT DUE \$ _____

CEUs: If you are licensed by the Counselor/Social Worker Board you earn one licensure board Clock Hour for each hour spent in CEU specified sessions.

Please indicate the number of your first and second choices for workshops.

Thursday

7:45 - 8:45 a.m.
 Sessions 1 - 9 1st Choice _____ 2nd Choice _____
 9:15 - 10:15 a.m.
 Sessions 10 - 21 1st Choice _____ 2nd Choice _____
 10:45 - 12:15 p.m.
 Sessions 22 - 33 1st Choice _____ 2nd Choice _____
 2:15 - 3:15 p.m.
 Sessions 34 - 45 1st Choice _____ 2nd Choice _____
 3:45 - 4:45 p.m.
 Sessions 46 - 57 1st Choice _____ 2nd Choice _____
 5:00 - 6:00 p.m.
 Sessions 58 - 69 1st Choice _____ 2nd Choice _____

Friday

7:45 - 8:45 a.m.
 Sessions 70 - 83 1st Choice _____ 2nd Choice _____
 10:30 - 12noon
 Sessions 84 - 97 1st Choice _____ 2nd Choice _____
 12:15 - 1:15 p.m.
 Sessions 98 - 111 1st Choice _____ 2nd Choice _____
 1:30 - 2:30 p.m.
 Sessions 112 - 125 1st Choice _____ 2nd Choice _____

NOTE: This is a self mailer. Detach from program, then fold, seal, stamp and mail to Hilton Columbus.

Hilton Columbus at Easton Town Center
 3900 Chagrin Drive
 Columbus, OH 43219
 ATTN: Reservations

Place Stamp Here

OHIO COUNSELING ASSOCIATION

MEMBERSHIP FORM 2010 - 2011

Last Name _____ First _____ Middle Init. _____
 Home Address _____ Street _____ City _____ State _____ Zip _____
 Home Phone _____ Work Phone _____
 Present Position _____ Employer _____
 E-mail Address _____
 License LPC LPCC SCHOOL COUNSELOR

Once you join OCA, you are awarded chapter membership at no additional charge. The chapter you designate will receive a percentage of your OCA membership dues. However, you **must join OCA in order to join any chapter or OACES, OASERVIC and ALGBTICO.**

CHAPTERS (select one)

- COCA - Central Ohio Counseling Assn.
- EOCA - Eastern Ohio Counseling Assn.
- GOCA - 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 WILLING TO SERVE:

- Public Relations Professional Development
- Membership Government Relations
- Newsletter OCA Officer
- Awards Chapter/Division Officer
- Finance Ethics
- Other: _____

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

OHIO LEGISLATIVE INFORMATION:

Senator _____
 Representative _____
 Bd. of Ed. Rep. _____
 To contact OCA: Call (614) 833-6068
 Email: ocaohio@yahoo.com
 Website: www.ohiocounseling.org

OCA MEMBERSHIP TYPE

- Life \$600.00
- Professional \$90.00
- Associate (holds no counseling credential) \$90.00
- Retired \$40.00
- Student \$25.00
- Membership Certificate \$10.00

DIVISIONS

OACES (Ohio Association for Counselor Education & Supervision)	<input type="checkbox"/> Professional \$20.00 <input type="checkbox"/> Student/Retired \$10.00
OAMCD (Ohio Association for Multicultural Counseling & Development)	<input type="checkbox"/> Professional \$15.00 <input type="checkbox"/> Student \$7.50
OMHCA (Ohio Mental Health Counselors Association)	<input type="checkbox"/> Professional \$25.00 <input type="checkbox"/> Student \$12.50
OCDA (Ohio Career Development Association)	<input type="checkbox"/> Professional \$20.00 <input type="checkbox"/> Student/Retired \$10.00
OASGW (Ohio Association for Specialists in Group Work)	<input type="checkbox"/> Professional \$15.00 <input type="checkbox"/> Student/Retired \$7.50
OSCA (Ohio School Counselor Association)	<input type="checkbox"/> Professional \$50.00 <input type="checkbox"/> Student/Retired \$20.00
OASERVIC (Ohio Association for Spiritual, Ethical & Religious Values in Counseling)	<input type="checkbox"/> Professional \$10.00 <input type="checkbox"/> Student \$5.00
ALGBTICO (Assn. for Lesbian, Gay, Bisexual & Transgender Issues in Counseling of Ohio)	<input type="checkbox"/> Professional \$10.00 <input type="checkbox"/> Student/Retired \$5.00

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

Make check payable to: **OCA**
 Send to: **OCA**
8312 Willowbridge Place
Canal Winchester, OH 43110



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:

- PROFESSIONAL \$50
 - Elementary School
 - Middle School
 - High School
 - Multilevel School
 - College Counselor
 - Vocational School Counselor
 - Educator
 - Community
 - N/A

STUDENT MEMBERS ONLY:

University Name _____
 University Advisor E-mail _____
 Expected Date of Graduation _____

ORDER AN OSCA MEMBERSHIP CERTIFICATE:

Display your pride and unity as a member of Ohio's largest and most respected association for school counselors. Now you can display your professional pride before your clients and colleagues with an attractive certificate.

Please enter your name below as you wish it to appear on the certificate (please print).

- STUDENT \$20
- RETIRED \$20
- CERTIFICATE (SEE NEXT COLUMN) \$7
- OCA PROFESSIONAL \$90
- ASCA PROFESSIONAL \$115

Send this form and your check with an additional \$7.

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

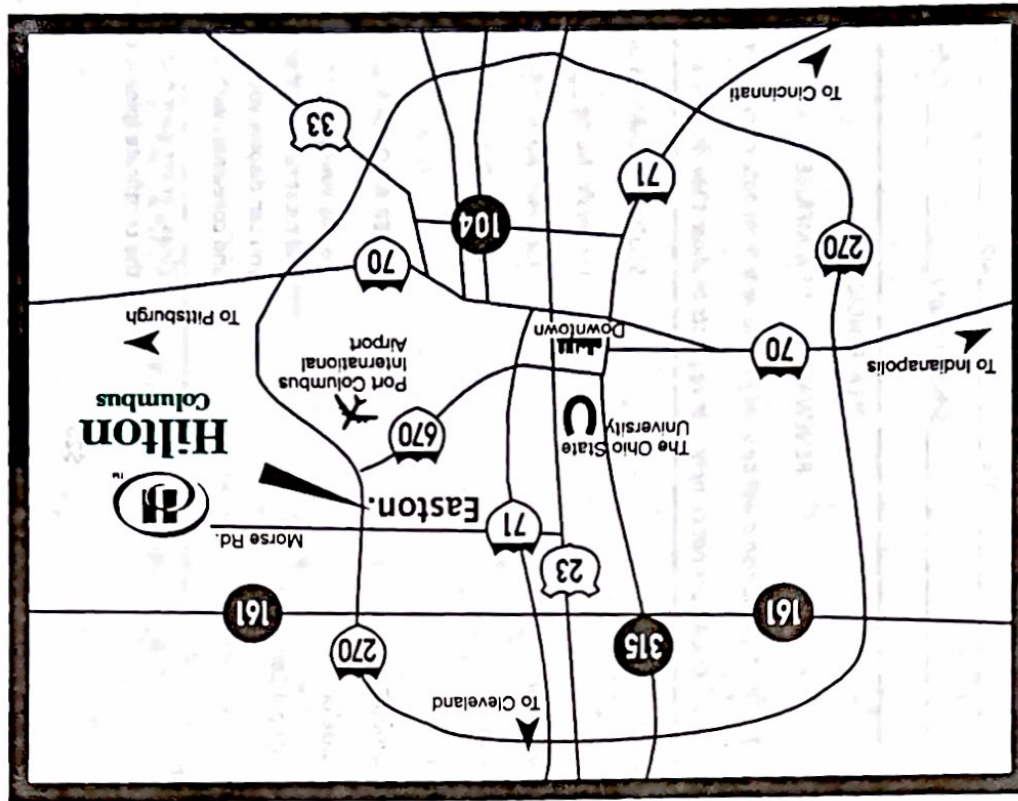
www.ohioschoolcounselor.org

FROM THE NORTH: Take 71 South to 270 South/East. Exit at Easton (Exit 33). You will be traveling on Easton Way. The Town Center is on your right after the next traffic light.

FROM THE EAST: Take 70 West to 270 North. Exit at Easton (Exit 33). You will be traveling on Easton Way. The Town Center is on your right after the first traffic light.

FROM THE WEST: Take 70 East to 270 North. Exit at Easton (Exit 33). You will be traveling on Easton Way. The Town Center is on your right after the first traffic light.

FROM THE SOUTH: Take 71 North to 71 North to where 71 goes North. Follow 71 North to 670 East. Follow 670 East to 270 North. Exit at Easton (Exit 33). Turn left at the top of the ramp to cross 270. The Town Center is on your right after the next traffic light.



Directions to the Hilton Columbus



Ohio Counseling Association
All Ohio Counselors Conference
 8312 Willowbridge Pl.
 Canal Winchester, OH 43110

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ATTN: This brochure is for Licensed Counselors, Counseling Students, Supervisors, and Counselor Educators who work in clinical/community, school, college, addiction, private practice and other settings.

If you receive multiple copies of the brochure, please share with colleagues or have them visit us at www.ohiocounseling.org/aocc.htm