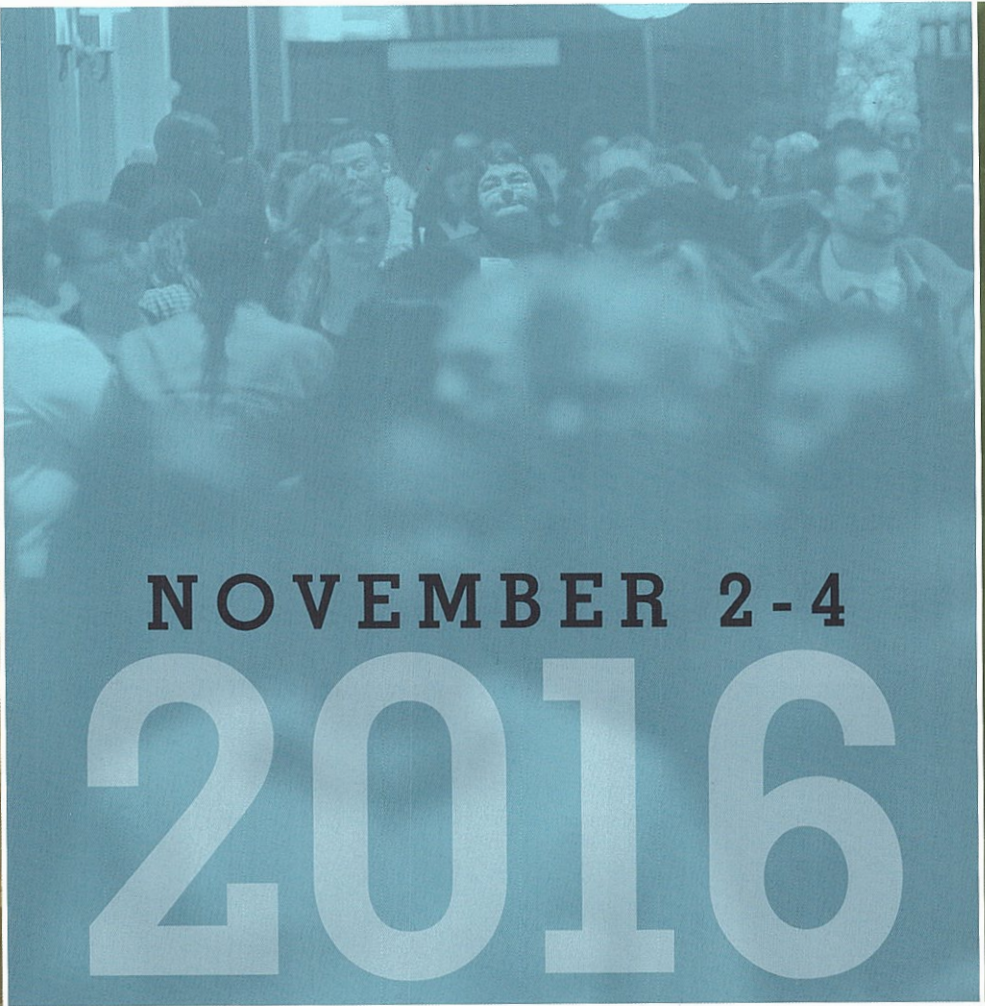




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ALL OHIO COUNSELORS CONFERENCE



NOVEMBER 2-4

2016

HILTON AT EASTON - COLUMBUS, OHIO



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INVITE YOU TO JOIN US IN COLUMBUS!

W

we are honored to invite you to the 33rd Annual All Ohio Counselors Conference, November 2-4, 2016. The Ohio Counseling Association (OCA) and the Ohio School Counselor Association (OSCA) have partnered to deliver another phenomenal program for counselors of all disciplines.

Extended sessions will allow for deeper learning on issues that matter to you. Gain insight on key topics such as Ohio's new standards for school counselors and evaluation, trauma-focused interventions, managing suicidal clients, creating a comprehensive school counseling program, supporting clients and students with anxiety, multicultural counseling, crisis prevention, counseling LGBTQ clients and students, and so much more.

Join us for a keynote with Andrea K. Boxill, deputy director of the Ohio Department of Mental Health and Addiction Services and deputy director of the Governor's Cabinet Opiate Action Team. Boxill will provide an in-depth look at the opioid epidemic in Ohio and share effective resources to use in clinical and school settings.

Carolyn B. Stone, past president of the Florida Counseling Association and professor at the University of North Florida, will offer an all-day pre-conference session as well as a keynote address discussing the legal and ethical complications of working with minors.

With more than 40 CSWMFT and NBCC-approved sessions, AOCC will provide the opportunity to receive clock hours to retain your license. Personalize your schedule with one of the outstanding pre-conference workshops, and build your conference itinerary with sessions that best fit the diverse needs of your clients, students, office, field, and school.

We look forward to learning with you at the All Ohio Counselors Conference in November!



Brandi Cooper
*President,
Ohio School Counselor
Association*



Martha Flemming
*President,
Ohio Counseling
Association*

CONFERENCE SCHEDULE OVERVIEW

WEDNESDAY, NOVEMBER 2	
9:00 am – 9:00 pm	Registration Open
10:00 am – 5:30 pm	Daytime Pre-Conference Sessions (includes bcx lunch)
7:00 pm – 9:00 pm	Evening Pre-Conference Session
THURSDAY, NOVEMBER 3	
7:00 am – 6:00 pm	Registration Open
8:00 am – 6:00 pm	Sponsor and Partner Exhibits
8:30 am – 12:00 pm	Sessions
12:00 pm – 1:30 pm	Lunch Break
12:15 pm – 1:15 pm	Lunch & Learn Sessions (ticketed)
1:30 pm – 2:45 pm	General Session with Carolyn B. Stone

3:00 pm – 6:00 pm	Sessions
6:00 pm – 7:00 pm	Awards Reception
7:00 pm – 9:00 pm	Private Receptions
FRIDAY, NOVEMBER 4	
7:00 am – 12:30 pm	Registration Open
8:00 am – 3:00 pm	Sponsor and Partner Exhibits
8:30 am – 12:00 pm	Sessions
12:00 pm – 1:30 pm	Lunch Break
12:15 pm – 1:15 pm	Lunch & Learn Session (ticketed)
1:30 pm – 3:00 pm	General Session with Andrea K. Boxill

SPONSORS



HEALING, HOPE & RESILIENCE

COUNSELORS

Sessions approved for CE clock hours are noted below each session title. If a session has designation the "CE clock hour" it is approved for one (1) CE clock hour for both LPC/LPCC and Social Work unless it is eligible for additional hours, in which case it will state the approved number of CE clock hours. Sessions approved for Ethics and/or Supervision CE clock hours are also noted.

To receive CE clock hours participants must:

- Note if they wish to receive CE clock hours at the time of registration.
- Sign in at every CE clock hour approved session.
- Submit a CE clock hour registration by November 8, 2016.

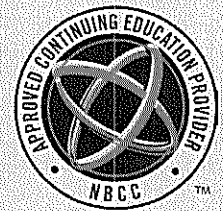
AOCC will open a CE clock hour certificate registration at the close of the Conference on Friday, November 4. Participants must complete the registration by Tuesday, November 8. CE clock hour certificates recognized by the Ohio Counselor, Social Worker, Marriage and Family Therapist Board or National Board for Certified Counselors will be sent by e-mail by Friday, November 11.

Questions about CE clock hours should be directed to the Ohio Counseling Association at BobThomas@exhibitmanagement.com.

SCHOOL COUNSELORS

The AOCC does not process CEUs for school counselors. School counselors wishing to seek CEUs will need to contact their LPDC to ensure approval of their conference attendance for CEUs toward their license renewal. Participants may note if they wish to receive a LPDC Certificate of Attendance at the time of registration or they may download the AOCC LPDC Certificate of Attendance on the conference website. Submit the LPDC Certificate of Attendance to your LPDC for credit upon completion of the conference. Please note individuals holding a valid school counselor license who are not employed by an educational institution cannot count conference participation toward license renewal unless you opt to receive the graduate credit available.

This program has been approved for continuing education for counselors and social workers. The Ohio Counseling Association is an approved provider for the Ohio Counselor, Social Worker, Marriage and Family Therapist Board Program. Approval Number #RCS031407. The Ohio Counseling Association is an NBCC-Approved Continuing Education Provider (ACEP). Approval Number: #2036.



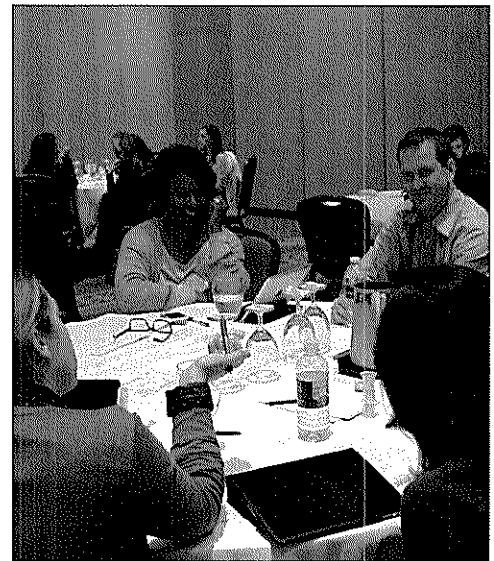
EARN GRADUATE CREDITS WHILE ATTENDING AOCC!

AOCC is pleased to partner with Lindenwood University to help school counselors who attend the conference earn up to two graduate credits. Each credit costs \$60. One credit is available for attending an all-day pre-conference session and one credit is available for attending all sessions (one at each time-slot) during the two-day regular conference.

To earn credit, you will need to complete the following steps:

1. Visit <https://applylu.lindenwood.edu/applicationws.asp>, complete the Enrollment Form, and pay with your credit card. (Tuition fees are non-refundable.)
2. Fully participate in workshop activities.
3. Complete the assignments and submit them by the deadline.

LINDENWOOD
UNIVERSITY



Thursday

6:00 PM - 7:00 PM

AWARDS RECEPTION

Join us to celebrate this year's OCA and OSCA award honorees at the Awards Reception! Easton Ballroom

Sponsored by:



Thursday

6:00 PM - 7:00 PM

JOIN US FOR THE DOCTORAL SHOWCASE!

The Doctoral Showcase will take place on November 3th, 2016 during the Welcoming Reception at the All Ohio Counselors Conference. Join us between 6:00 pm and 7:00 pm outside Easton Ballrooms A & B and the Awards Reception.

Faculty and/or students from doctoral Counselor Education programs in Ohio will be available to talk with and provide information to anyone interested in doctoral studies.

Thursday

7:00 PM - 8:00 PM

OHIO UNIVERSITY RECEPTION

The George E. Hill Distinguished Award recipient will be honored during the reception. Prospective students are welcome to attend to interact with faculty and current and former students.



Thursday

7:00 PM - 9:00 PM

COUNSELOR EDUCATION CACREP CELEBRATION!

OSU is proud to announce our 8 year CACREP accreditation M.A. in Clinical Mental Health Counseling, M.A. in School Counseling, and Ph.D. in Counselor Education & Supervision.

Please join us as we celebrate this important milestone for our program in the Lilac Room



THE OHIO STATE UNIVERSITY

WEDNESDAY, NOVEMBER 2, 2016

**DAYTIME PRE-CONFERENCE SESSIONS
10:00 AM – 5:30 PM**

- PC1** Supervision: The Art of Companionship with Supervisees
6 CE clock hours; 6 Supervision CE clock hours
Paula J. Britton, Stacey Diane A. Litam
- PC2** Attachment-Based Play Therapy for Early Developmental Trauma
6 CE clock hours
Gatherine Tucker
- PC3** Personal and Professional Values: What Role Should Each Play in the Counseling Process? (AM session)
Identifying Areas of Personal Ethical Vulnerability (PM session)
6 CE clock hours; 6 Supervision and Ethics CE clock hours
Cecile Brennan
- PC4** Legal Literacy and Ethical Practice in the Complex World of School Counseling (AM session)
School Counselor Accountability: The Eyes Behind the Data (PM session)
Carolyn B. Stone
- PC5** Technology in School Counseling
Franciene Sabens
- PC6** Developing a Comprehensive School Counseling Program
Mark Kuranz

**EVENING PRE-CONFERENCE SESSIONS
7:00 PM - 9:00 PM**

- PC7** A Ship, a Machine, and a Castle: Children's Use of Non-Verbal Metaphors to Cope with Trauma
2 CE clock hours
Katherine Ziff
- PC8** Digital Addictive Behaviors: Treatment for those Teetering to Technology
2 CE clock hours
Marisa Cargill, Samantha Hearn
- PC9** Documentation in the BUSY School Counseling World
Carly Frey

THURSDAY, NOVEMBER 3, 2016

8:30 AM - 10:00 AM

- 1** Begin with the End in Mind: Strategies for Linking the Comprehensive School Counseling Program to School Counselor Evaluation
- 2** Supporting Students on the Path to Graduation: Tools and Strategies
- 3** Preventing Heroin Addiction Among Youth Using a Comprehensive Systems Formula for Success
- 4** Yoga Tools for Academic and Emotional Wellness
- 5** Elementary Standards and Evaluations Made Easy: Organizing for a Proactive Approach!
- 6** Exposure Therapy for Anxiety Disorders: The Good, the Bad, and the Ugly
1.5 CE clock hours
- 7** Tips for Going Gray: Skills and Perspectives for Counseling Older Adults
1.5 CE clock hours
- 8** Using Interpersonal Theory to Become Suicide Savvy
1.5 CE clock hours
- 9** Ethical Duties, Knowledge, and Tools for Counseling Adult Transgender Clients in Transition
1.5 CE clock hours; 1.5 Ethics clock hours
- 10** Eating Disorder Myth Buster
1.5 CE clock hours

10:30 AM - 12:00 PM

- 11** Selfies, Snaps, and Sexts: The Tongue-Twisting World of Girls and Social Media
- 12** "Return-to-Learn" Concussion Team Model for Ohio Schools
- 13** School Crisis Preparedness and Intervention: Exercises in Triage and Care
- 14** Talent for the Future: 21st Century Skills, Manufacturing, and Cooperative Education
- 15** The Epidemic of Teen Dating Abuse: The Role of the School Counselor



16	Addressing the Ohio Heroin Epidemic as a Counselor <i>1.5 CE clock hours</i>
17	Multicultural Competence and Supervision: How to Get the Conversation Started <i>1.5 CE clock hours; 1.5 Supervision CE clock hours</i>
18	Shifting the Habitual Anger Response: A Gestalt-CBT-Mindfulness-DBT Approach <i>1.5 CE clock hours</i>
19	Multicultural and Social Justice Counseling Competencies When Working with LGBTQ+ Clients: Ethical Practice and Practical Application <i>1.5 CE clock hours; 1.5 Ethics CE clock hours</i>
20	Kids Serve, Too! The Psychological Effects of Parental Deployment on Military Children <i>1.5 CE clock hours</i>
12:15 PM - 1:15 PM	
21	LUNCH & LEARN (ticketed event \$30; includes box lunch) How to Get Your Principal On Board with the New Evaluation and Advocate for Yourself
22	LUNCH & LEARN (ticketed event \$30; includes box lunch) When It Hurts to Talk: Using Creative Interventions with Clients Struggling with Grief and Loss <i>CE clock hour</i>
23	LUNCH & LEARN (ticketed event \$30; includes box lunch) The Use of Pop Culture to Foster Rapport and Success with Clients <i>CE clock hour</i>
1:30 PM - 2:45 PM	
24	GENERAL SESSION Negotiating the Legal and Ethical Complications of Working with Minors <i>1.25 CE clock hours</i> Carolyn B. Stone EdD, past president of the Florida Counseling Association and professor at the University of North Florida
3:00 PM - 4:15 PM	
25	Crayons to College and Careers: Implementing College and Career Awareness at the Elementary Level
26	Career Advising Policy/Career Counseling Curriculum, Grades 6-12
27	Ethical Issues Roundtable
28	50 ASCA Indicators in 50 Minutes (Or Less!)

29	A Comprehensive Approach to Addressing Non-Academic Barriers to Learning
30	Couples Therapy for Advanced Practitioners <i>1.25 CE clock hours</i>
31	Breaking Barriers and Building Hope: Trauma-Focused Interventions for Children and Teens <i>1.25 CE clock hours</i>
32	A Supervisor's Guide: Who's at Risk for Vicarious Trauma? <i>1.25 CE clock hours; 1.25 Supervision CE clock hour</i>
33	Shattered Rainbow: LGBTQ+ Human Trafficking Awareness, Prevention, Treatment, and Social Justice <i>1.25 CE clock hours</i>
34	Ethical and Best Practice Guidelines for Addressing Clients' Spirituality and Religion <i>1.25 CE clock hours; 1.25 Ethics CE clock hours</i>
4:45 PM - 6:00 PM	
35	Project AWARE Ohio: Addressing Mental Health Needs in Schools
36	Transformative Practices in Leadership and Advocacy
37	Strategies for Addressing the Needs of Traumatized Students in a K-12 Setting
38	Preparing All Students to Be Success-Ready
39	The Role of Assessments in Comprehensive School Counseling Programs
40	Collateral Damage: Helping Family Members Through the Ravages of Heroin Addiction <i>1.25 CE clock hours</i>
41	Using a Personal Change Project to Develop Counselor Trainee/Supervisee Empathy <i>1.25 CE clock hours; 1.25 Supervision CE clock hours</i>
42	Breaking Free of the Family Tree: Utilizing Genograms when Counseling Children and Adolescents <i>1.25 CE clock hours</i>
43	But Mom, All the Other Kids Are Doing It! <i>1.25 CE clock hours</i>

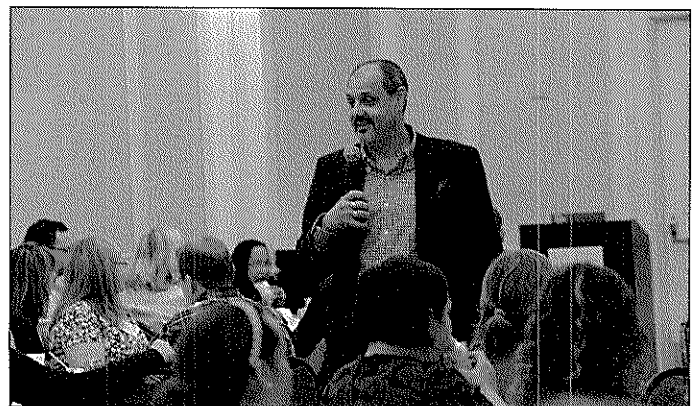
FRIDAY, NOVEMBER 4, 2016

8:30 AM - 10:00 AM

- 44** What You Need to Know About Ohio's New Standards for School Counselors and Evaluation: Lessons from the ODE Pilot Program
- 45** A Cry for Help: Building a Web of Hope for Teens in Crisis
- 46** The Unique Challenges Facing Prospective College Student Athletes
- 47** College-Palooza: Tips and Tools for Planning and Hosting a College Night at Your School
- 48** Exploring Social Justice Through the Lens of Young Children: An Opportunity to Nurture Identity Development and Cultural Competency
- 49** Intimate Partner Violence Across the Lifespan: Best Practices for Assessment and Treatment
1.5 CE clock hours
- 50** Activating Creativity in Group Work
1.5 CE clock hours
- 51** Exploring the Intersections Between Youth and Adolescent Mental Health Diagnoses and Challenging Behavior
1.5 CE clock hours
- 52** Positive Psychology Meets Clinical Supervision: A Strengths-Based Focus on Supervision
1.5 CE clock hours; 1.5 Supervision CE clock hours
- 53** Ethical Dilemmas in College Counseling: What's A Clinician to Do?
1.5 CE clock hours; 1.5 CE Ethics clock hours
- 54** Effective Treatment Planning: Matching Expectations to the Stage of Change
1.5 CE clock hours
- 55** Clinical Techniques for Managing Suicidal Clients
1.5 CE clock hours

10:30 AM - 12:00 PM

- 56** Grit: The Great Equalizer—A Schoolwide Character Education Program
- 57** Supporting Grieving Students: Strategies to Foster Resiliency in Students and Create Grief-Sensitive Schools
- 58** Moving "Update Crisis Recovery Plan" Off Your To-Do List
- 59** A 12-Step Plan for Building Engaging Student Pathways
- 60** Challenging Students to Own Their Future: Preparing for PSAT Results
- 61** Speak Up, Speak Out, Take Action: How School Counselors Can Advocate for LGBTQ Students
- 62** Distinguishing the Non-Addicted Social User of Mood-Altering Chemicals from Persons in the Initial Stage of Addiction
1.5 CE clock hours
- 63** Cutting, the Evolution of Self-Injury, and How to Help
1.5 CE clock hours
- 64** Motivational Interviewing in Counseling Supervision
1.5 CE clock hours; 1.5 Supervision CE clock hours
- 65** Strategies in Facilitating Gender Transition in Transgender and Gender Nonconforming Youth
1.5 CE clock hours
- 66** Managing the Trauma Responses of Infidelity
1.5 CE clock hours
- 67** Trauma-Sensitive Interventions with Sex Trafficking Survivors
1.5 CE clock hours



12:15 PM - 1:15 PM

68 LUNCH & LEARN (ticketed event \$30; includes box lunch)
 What Is Going On with Girls and How Can We Help Them?

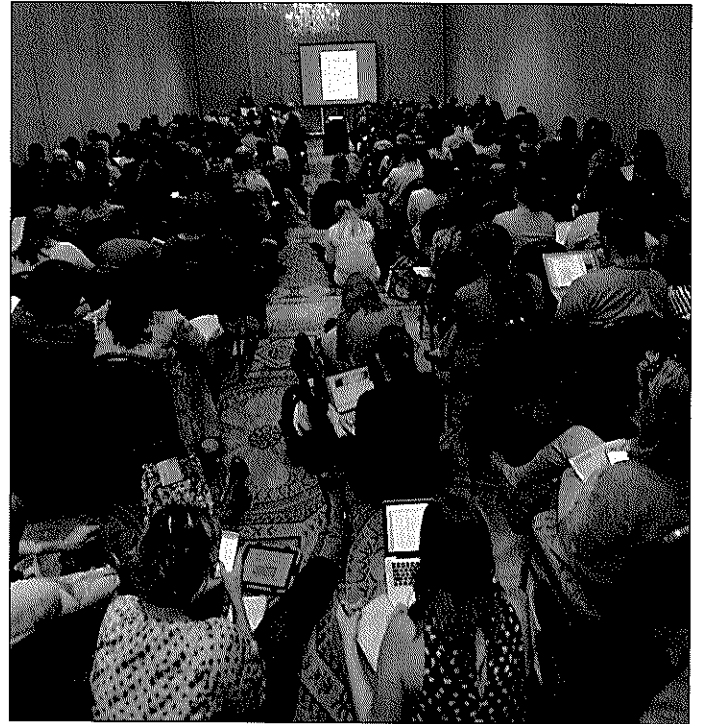
69 LUNCH & LEARN (ticketed event \$30; includes box lunch)
 Motivation While Mandated: Advanced MI Techniques for Resistant Clients
CE clock hour

70 LUNCH & LEARN (ticketed event \$30; includes box lunch)
 Responding to Contemporary Ethics Issues Facing Counselors in Pastoral or Religiously-Oriented Settings
CE clock hour; Ethics CE clock hour

1:30 PM - 3:00 PM

GENERAL SESSION

71 Opioid Use in Ohio: From the Streets, to the Home, to the Classroom
1.5 CE clock hours
 Andrea K. Boxill, deputy director of the Ohio Department of Mental Health and Addiction Services and deputy director of the Governor's Cabinet Opiate Action Team



Wednesday

10:00 AM - 5:30 PM

PC1

Supervision: The Art of Companionship with Supervisees

6 CE clock hours; 6 Supervision CE clock hours

This workshop explores the importance of the relationship in supervision and how it is strengthened by vulnerability and authenticity. The supervisor's role in companionship with the supervisee is as much art as it is science. Stemming from postmodern and constructivist tenets, the workshop explores the infusion of solution-focused and narrative theoretical perspectives into the supervisory role. Supervisors will be challenged to understand how their Myers-Briggs typology influences their supervisory style and effectiveness. The workshop concludes with an emphasis on the importance of supervision in the burnout prevention of professional counselors.

Participants will:

- Understand the paradigm of companionship as a template for the supervisory role and embrace the importance of authenticity and vulnerability in the supervisory relationship
- Gain knowledge of postmodern and constructivist supervisory constructs and their infusion into supervisory theory and application
- Understand how their Myers-Briggs typology influences their supervisory role and can increase their effectiveness as a supervisor

Paula J. Britton, PhD, PCC-S: Professor, John Carroll University



For 24 years, Dr. Paula Britton has been a professor of Clinical Mental Health Counseling at John Carroll University. She is a licensed psychologist and a PCC-S, with over 30 years of diverse clinical experience. Her roles have included administrator and supervisor in a family service agency, project director of a large research grant, and owner of a small private practice. She has given more

than 100 local, state, and national professional presentations and workshops in the areas of supervision and ethics, and has authored numerous publications. Currently, Dr. Britton is the practicum/internship coordinator at John Carroll University and a supervisor of master level therapists in private practice, doctoral interns in clinical counseling, and practicum/internship students in clinical mental health counseling.

Stacey Diane A. Litam, MA, LPC-CR, NCC: Doctoral Student, Kent State University



Stacey Diane A. Litam is a doctoral student enrolled in Kent State University's Counselor Education and Supervision program. She is pursuing research on human sex trafficking and hopes to develop offender typologies that increase early prevention efforts. Litam's research areas also include LGBT issues in counseling, cross-cultural supervision, integrating creative interventions with

diverse populations, and Asian American experiences in academia and supervision. She currently works at a Northeast Ohio agency where her client population includes survivors of human sex trafficking, persons with addictions, and underserved minorities.

PC2

Attachment-Based Play Therapy for Early Developmental Trauma

6 CE clock hours

What is Theraplay?® Theraplay is a short-term, therapist-guided dyadic psychotherapy that focuses on improving the child's behavioral and emotional challenges through the parent-child relationship. In a session, the therapist guides the parent and child through playful games, challenging activities, and nurturing interactions. Theraplay helps the child experience previously difficult interactions in new ways, helps him overcome fear and increase trust, and creates a positive change in the child's sense of self. Theraplay also helps the parent become more attuned to their child by understanding the motives of their child's behavior and his underlying needs, managing environmental stimuli, and carefully challenging their child in a safe place. Although other therapies may work primarily with the child alone or work with parents on managing the child's behaviors, The Theraplay Institute's work has shown that the parent-child relationship is the most powerful and influential element for change.

Theraplay has been used successfully to help:

- Children who are trauma survivors
- Shy, withdrawn children
- Overactive, controlling, or aggressive children
- Foster/adoptive children with attachment difficulties
- Children with Autism Spectrum Disorder and Pervasive Development Disorder
- Children with physical or mental challenges
- Children who live in group settings
- Early childhood students and others who receive services in group settings

Participants will:

- Learn the history and core concepts of Theraplay
- Determine when Theraplay is appropriate for treatment
- Hear an overview of research on Theraplay, attachment, and the brain
- Understand the four dimensions of Theraplay: Structure, Engagement, Nurture, and Challenge
- Learn about the use of the Marschak Interaction Method (MIM) for assessment and treatment planning
- Understand how Theraplay sessions are planned to meet the individual child's needs
- Discover methods for involving parents
- Learn how to adapt Theraplay for different populations
- Learn about group Theraplay
- Explore different lectures, practice activities, and video case examples

Catherine Tucker, PhD, LMHC, RPT-S: Research Director, The Theraplay Institute; Owner, Tree of Life Counseling & Consulting, LLC



Dr. Catherine Tucker holds a PhD in Counselor Education from the University of Florida. She earned tenure in the counseling area programs at Indiana State University and now serves as the research director of The Theraplay Institute. She is a licensed mental health counselor in Indiana where she maintains a private practice and holds a school counseling license. Dr. Tucker is also a registered play therapist supervisor.

She has more than 10 years of direct clinical counseling experience and has authored multiple journal articles and book chapters on counseling-related issues. Dr. Tucker is president-elect of the Association for Child and Adolescent Counseling, a division of the American Counseling Association. She is also co-author of *Counseling Children and Adolescents: Connecting Theory, Development, and Diversity*, a textbook from SAGE publishing.

PC3

Note: This all-day workshop will be broken into two 3-hour sessions

Personal and Professional Values: What Role Should Each Play in the Counseling Process? (AM session)

6 CE clock hours; 6 Ethics CE clock hours

In this presentation, counselors will be updated on the ACA Code of Ethics with a particular emphasis on the role of personal and professional values in the counseling process. The law of the state of Ohio regarding counseling practice will also be reviewed. This presentation will be structured to provide mini-lectures, case studies, and small-group discussion. The goal is for all participants to leave with a clear understanding of the ACA Code of Ethics and of the ethics requirements embedded in the law of the state of Ohio, as well as the necessity of adopting professional counseling values when engaged in a professional counseling relationship.

Participants will:

- Understand what the ACA Code of Ethics and the law of the state of Ohio communicate about the role of personal values in the counseling process
- Review the development of professional values and professional practice in the helping professions, specifically in the counseling profession
- Apply the ACA Code of Ethics to case studies involving apparent conflicts between counselors' personal values and client behavior

Identifying Areas of Personal Ethical Vulnerability (PM session)

This workshop begins with a brief review of the ethical code, ethical principles, and the laws governing ethical practice. Next, the psychological mechanisms that enable ethical violations will be described. The heart of the workshop is an experiential process where participants will be guided through a process of introspection about their personal and professional development. What participants discover through this process will be shared in small groups. After reflecting on their development, participants will use what they have uncovered about themselves to identify potential areas of ethical vulnerability. Finally, various strategies for avoiding falling prey to areas of vulnerability will be reviewed, with the goal of each participant developing a personalized proactive plan for avoiding ethical violations.

Participants will:

- Review the ethical code, ethical principles, and the law as it pertains to counselors
- Understand the process by which serious ethical violations are committed by well-intentioned practitioners
- Identify potential areas of ethical vulnerability

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



Dr. Cecile Brennan is a licensed professional clinical counselor with a supervisory designation, a school counselor, a counselor educator, and a clinician in private practice. She received her counseling education at Cleveland State University and has been actively engaged in the profession since becoming licensed. Dr. Brennan's primary areas of scholarly inquiry are counseling ethics, the interface of spirituality and

counseling, and the socio-cultural context of mental dysfunction. She regularly presents at local, regional, and national counseling conferences and has published articles and book chapters on the subject of counseling ethics. Presently, Dr. Brennan is chair of the Department of Counseling at John Carroll University.

PC4

Note: This all-day workshop will be broken into two 3-hour sessions

Legal Literacy and Ethical Practice in the Complex World of School Counseling (AM session)

The school environment poses competing interests between a student's need for confidentiality and the legal rights of parents as established by the U.S. Supreme Court to be the guiding voice in their children's lives in value-laden issues. Participants will develop an ethical decision-making framework for analyzing and resolving ethical issues through the application of ASCA ethical codes, case and statutory law, school board rules, and community standards. Through small-group and large-group discussion of 30 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. Topics of discussion will include areas such as confidentiality and duty to warn, minors' rights to privacy, counselors' responsibilities toward suicidal children, civil and criminal liability, sexually active students, birth control, abortion counseling, defamation, HIV positive students, case notes and educational records, malpractice in academic advising, sexual harassment, counseling curriculum, and personal conduct.

School Counselor Accountability: The Eyes Behind the Data (PM session)

What does accountability mean to school counseling? Most educators concur that accountability is a shared concern and a shared responsibility among counselors, administrators, teachers, and school staff. Each has a role in contributing to the areas of curriculum, climate, teaching, and learning. Dr. Carolyn B. Stone will demonstrate an easy approach to implementing an accountable school counseling program that positively impacts student success. Participants will learn how to report hard data linking student outcomes to school counselor accessibility. Data stories will be presented from school counseling programs that have changed lives by using an accountability system to improve grades, test scores, postsecondary attendance, course enrollment patterns, and other measurable indicators of student success.

Carolyn B. Stone, EdD: Professor, University of North Florida



Dr. Carolyn Stone is a professor at the University of North Florida (UNF) where she teaches and researches in the area of legal and ethical issues for school counselors and school counselors in the accountability climate. Prior to becoming a counselor educator, Dr. Stone spent 22 years with the Duval County Public Schools in Jacksonville, Florida, where she served as Supervisor of Guidance, an

elementary and high school counselor, and a teacher. Dr. Stone served as the President of the American School Counselor Association for the 2006-07 school year and holds the position of ASCA's Ethics Chair. She is Past-President of the Florida Counseling Association and the Florida Association of Administrators and Supervisors. Dr. Stone has delivered several hundred workshops to practicing school counselors on legal and ethical issues and school counselors working in a climate of accountability and has written extensively on these two subjects in textbooks, journal articles, and other professional publications. She has published two textbooks: *The Transformed School Counselor* with Carol Dahir and *School Counseling Principles: Ethics and Law*.

PC5

Technology in School Counseling

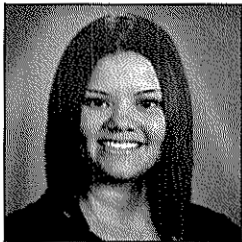
This session will introduce attendees to innovative ways to utilize technology to identify solutions for what overwhelms them. Notable free tech tools will be shared as well as tips for “flipping” lessons. School counselors will leave this pre-conference session prepared to deliver more consistent content and experience more effective and efficient classroom interactions.

Note: This is a working session; a laptop will be required. Attendees should also bring a program or lesson evaluation, a copy of a lesson, a program brochure, or information about their school counseling program.

Participants will:

- Learn about several free technology tools that can be integrated into the school counseling core curriculum to better meet student needs and school goals
- Articulate a unique technological method that encourages staff involvement and ensures the effective implementation of the school counseling core curriculum
- Utilize a technical solution to develop materials and instructional strategies to meet student needs and school goals

Franciene Sabens, M.S.Ed., LPC, NCC: School Counselor, Chester Community Unit School District #139 (IL)



Franciene Sabens was recognized as the 2014 Illinois High School Counselor of the Year and served as the Illinois state representative at the 2016 ASCA School Counselor of the Year ceremony. She currently works at Chester High School in Chester, Illinois, is coauthor of the “2014 Developmental Counseling Model for Illinois Schools,” and blogs at SchoolCounselorSpace.Blogspot.com. Follow @fsabens on Twitter or contact her at FrancieneSabens@gmail.com.

PC6

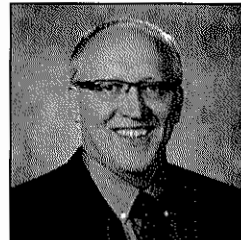
Developing a Comprehensive School Counseling Program

Ohio is taking steps toward building a standards-based evaluation policy for school counselors that will provide useful feedback and support for professional growth. The Ohio Evaluation Framework for School Counselors includes six standards, all of which can be addressed through the implementation of a proven comprehensive school counseling program—the ASCA National Model. This workshop will review the components of the ASCA National Model by sharing best practice examples that can be easily adapted to address the needs of students. Benefits of model implementation for students, teachers, parents, and administrators will be woven throughout the workshop. Participants will understand the alignment between specific model components and the Ohio Standards for School Counselors and School Counselor Evaluation.

Participants will:

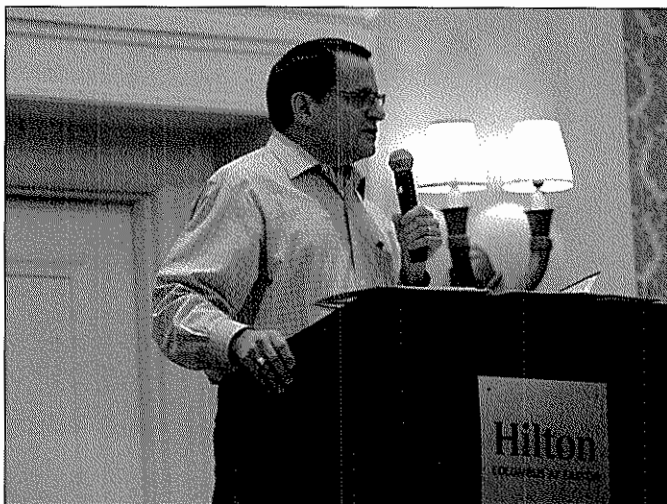
- Review the components of the ASCA National Model and understand the profession’s shift from a focus on the school counselor to a focus on a school counseling program
- Move forward with the alignment of the Ohio Standards for School Counselors and School Counselor Evaluation with the ASCA National Model
- Identify resources for use in model implementation using the ASCA website, bookstore, and professional expertise for support in developing a model program

Mark Kuranz, MSEd: Lead Trainer, ASCA; Adjunct Professor, Marquette University



Mark Kuranz is an experienced trainer who has presented at the national, state, and district levels. He is described as a quiet leader who enjoys telling stories to illustrate his points. Kuranz has served as president of both the Wisconsin School Counselor Association and the American School Counselor Association, and he counts himself among the lucky to have practiced as a professional school

counselor for more than 20 years. ASCA awarded Kuranz the Mary E. Gehrke Lifetime Achievement Award in 2004. He has been happily married for 38 years and is the father of three children.



Wednesday

7:00 PM - 9:00 PM

PC7

A Ship, a Machine, and a Castle: Children's Use of Non-Verbal Metaphors to Cope with Trauma

2 CE clock hours

Child-generated, non-verbal metaphors are powerful therapeutic treatment tools for counselors. This session will present examples of visual metaphors used as coping responses to three kinds of trauma. The presenter will describe how these visual metaphors were created through child-centered art making; and provide a holistic framework for understanding child-generated, non-verbal metaphors. Participants will have an opportunity to produce, share, and process visual metaphors related to an aspect of their own counseling practice.

Participants will:

- Be able to use metaphor theory to recognize and characterize child-generated, non-verbal metaphors
- Be able to offer three kinds of art making (drawing, sculpture, and painting) to facilitate child generation of non-verbal metaphors; participants will take home lists of materials and instructions for their use
- Be able to apply a holistic framework for understanding and processing child-generated, non-verbal metaphors, including those that are a response to trauma

Katherine Ziff, LPC, LPSC: Assistant Professor, Department of Counseling, Wake Forest University



Katherine Ziff is an assistant professor in the Department of Counseling at Wake Forest University. Her practice and scholarship focus on the visual arts and counseling. She is the author of *ArtBreak: A Creative Guide to Joyful and Productive Classrooms*, published by the Ohio University Press. Dr. Ziff is a licensed professional counselor as well as a licensed school counselor.

PC8

Digital Addictive Behaviors: Treatment for those Tethered to Technology

2 CE clock hours

Can you go a day without Internet access? Can your clients? In today's society, the influence of technology has become almost completely inescapable. This session will explore research related to technology use and its effects on mental health. Additionally, the presenters will link digital addictive behaviors to the DSM-5 suggested diagnosis of Internet Gaming Disorder. The presentation will also educate attendees on ways to plan treatment with clients working toward overcoming their digital addictive behaviors.

Participants will:

- Learn statistics relating to technology use in American society and examine research regarding effects of technology on mental health
- Learn the DSM-5 suggested diagnosis of Internet Gaming Disorder and how it can be related or linked to other digital addictive behaviors
- Learn ways to approach overcoming digital addictive behaviors and become familiar with resources and assessments that may aid in the clinical practice of treating clients experiencing these behaviors

Marisa Cargill, LPC: Doctoral Student, The University of Akron; Counselor



Marisa Cargill is a doctoral student in Counselor Education and Supervision at the University of Akron. She received her bachelor's degree in Mass Media and Sociology in 2007, fusing the two areas of interest when she moved into counseling. Cargill's work with clients in chemical addiction settings inspired her to learn more about addictions associated with technology. She has led technology-related presentations at AOCC and the ACES and ACA national conferences. In addition to researching how technology can cause suffering, Cargill has presented on the ways that technology can assist in mental health treatment.

Samantha Hearn, LPC, CT: Graduate Assistant, The University of Akron



Samantha Hearn is a doctoral student in Counselor Education and Supervision at the University of Akron, where she received her master's degree in Clinical Mental Health Counseling in August 2016. She obtained a bachelor's degree in Sociology from the University of Iowa in 2013. While there, she recognized her passion to help others, which led her to pursue a degree in counseling. Hearn has since worked with adolescents and adult women suffering from substance use disorders, running both group and individual sessions. She utilizes technology-infused treatments to assist in the reduction of relapses and high-risk behaviors.

PC9

Documentation in the BUSY School Counseling World

School counselors are busier than ever, with pressures coming from all angles. This presentation will focus on concrete examples of how to use documentation in various settings in order to maintain optimal organization. This will set you up for easy data collection to support all students.

Participants will:

- Understand various ways to use documentation to keep accurate records for a high number of caseloads
- Receive examples of forms to take back to their buildings to use
- Explore various methods of organization in school settings

Carly Frey, LPSC: School Counselor, Stanton Middle School



In 2015, Carly Frey was named the Ohio Middle School Counselor of the Year. She has served as a school counselor at Stanton Middle School in Kent City Schools for nearly a decade. Frey is a member of the Ohio School Counselor Board and a coordinator for the Portage County School Counselor Association. Frey serves as the assistant to the state director for the OhioCAN (Change Addiction Now) organization where she is

leading efforts to establish curriculum and support for addiction awareness in schools. She is also a part-time instructor in School Counseling at Kent State University, where she is a fourth-year doctoral student in the Counselor Education and Supervision program. Frey earned a master's degree in School Counseling from Bowling Green State University as well as a master's degree in Educational Psychology from Kent State University. Her professional passions include advocacy, addiction awareness, organization, documentation, and data.



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Ohio Construction Trades Council

Thursday 8:30 AM - 10:00 AM

1 Begin with the End in Mind: Strategies for Linking the Comprehensive School Counseling Program to School Counselor Evaluation

Developing a strong comprehensive school counseling program (CSCP) benefits students and demonstrates effectiveness within the new Ohio School Counselor Evaluation System. School counselors can intentionally link school counseling activities to the expectations within the new evaluation system. The presenters will share strategies that assist with goal-setting and constructing activities that meet the academic, career, and social and emotional needs of students. Participants will be introduced to the Common Curriculum tool to strengthen their school counseling program and help meet their annual evaluation goals.

Participants will:

- Identify strategies and tools to increase intentionality of school counselors to connect their comprehensive school counseling programs based on the ASCA model to Ohio's new school counselor evaluation system
- Learn how to use the Common Curriculum tool to plan and construct their annual school counseling activities (i.e. guidance lessons, schoolwide events) to meet the academic, career, and social and emotional needs of students
- Increase their knowledge of the ways a comprehensive school counseling program can address the areas on the Ohio School Counselor Evaluation System

Emily R. Herman, LPSC, LPC: School Counselor, Lordstown Local Schools, Youngstown State University

Jake Protivnak, LPSC, LPCC-S, NCC: Department Chair and Associate Professor, Department of Counseling, Special Education, and School Psychology, Youngstown State University

2 Supporting Students on the Path to Graduation: Tools and Strategies

Schools and districts across Ohio are working to ensure that all students are engaged in school and on a clear path to graduation. This session will discuss best practices for using early warning

systems to identify students at-risk of falling behind or dropping out of school; offer dropout prevention strategies; and provide information about the Student Success Resource Library, including how to search for tools and resources. Learn about the online tools and resources developed by the Ohio Education Research Center, which are available free of charge to schools across Ohio.

Participants will:

- Build awareness of the Student Success Resource Library
- Review strategies and best practices currently in use in schools and districts across Ohio to identify and intervene with students at-risk of falling behind or dropping out of school
- Provide feedback to inform the continued development of the Student Success Resource Library

Erin Joyce, Director, Learning and Leading, Battelle for Kids

Tisha Lewis, Career Connections Consultant, Ohio Department of Education

3 Preventing Heroin Addiction Among Youth Using a Comprehensive Systems Formula for Success

Preventing addiction to heroin and other drugs and alcohol is a long-standing challenge. Learn a comprehensive systems formula framework to identify factors that need to be addressed to realistically tackle this problem facing our youth. School counselors will learn how the formula can provide solutions to increase awareness of this issue and identify strategies to help break the cycle of addiction. Participants will gain tools that can be put to use immediately, including resources that document the impact of heroin addiction on the brain.

Participants will:

- Learn the system chemical dependency formula to use for the prevention of addiction from all forms of drug and alcohol abuse; engage using think-pair-share techniques as the formula is given; identify the primary challenges and where that challenge is addressed in the formula
- Learn about the impact of heroin and other drugs on the brain, as well as the impact of addiction within families; understand that addiction is a brain disease with indications that there is a genetic factor; participate in small-group discussion and watch a clip of a brain scan
- Identify three resources to begin a prevention plan and determine ways to use the information for an expanded plan for prevention

Tommie Radd, PhD, LPC, NSCC, NBCC, CRC: School Counselor, Columbus City Schools

Doris Coy, PhD, LPC: Consultant

4 Yoga Tools for Academic and Emotional Wellness

This presentation will empower participants to effectively utilize evidence-based yoga tools in academic environments including breathing, poses, cooperative games, and relaxation. Participants will explore the neurological benefits of yoga tools, engage in yoga activities, and identify first steps to implement yoga programming in their school or community. All yoga activities taught in this session require no previous yoga experience, extra equipment, or space.

Participants will:

- Be able to explain the broad neurological mechanisms by which evidence-based yoga tools (breathing, poses, cooperative games, and relaxation) support the mental health needs of students
- Leave with an embodied experience of yoga through interactive demonstrations of specific yoga strategies that can be immediately implemented in their academic environments (no prior yoga experience is necessary)
- Identify first steps in implementing yoga tools and programming in their schools and/or communities

Lauren Greenspan, LPSC: Director of Social and Emotional Learning, The Graham Family of Schools

5 Elementary Standards and Evaluations Made Easy: Organizing for a Proactive Approach!

Join us to talk about the Ohio Standards for School Counselors and School Counselor Evaluation from the elementary level perspective and how to create a supportive relationship with your principal. Hear firsthand how an elementary school counselor and principal that oversee two school buildings are collaboratively approaching the new school counselor evaluation system. This is a can't-miss session for elementary school counselors!

Participants will:

- Gain an understanding of how to organize important evidence to demonstrate mastery of the new standards

- Learn how to organize evidence of mastery of each standard from both the school counselor and administrative perspective
- Receive a document storage organizer to prepare for this year's evaluation cycle

Tami S. Mazzella, LPSC: Elementary School Counselor, Aurora City Schools

Julie A. Troman, Elementary School Principal, Aurora City Schools

6

Exposure Therapy for Anxiety Disorders: The Good, the Bad, and the Ugly

1.5 CE clock hours

Do you treat clients with anxiety disorders? Do you utilize exposure therapy with your clients? If you have not yet tried exposure therapy, come with an open mind and learn how to begin to implement this highly effective therapy in your practice. Your clients will thank you!

Participants will:

- Learn how to construct and implement several exposure-based interventions including the development of fear hierarchies, interoceptive exposure, and imaginal/in vivo exposure strategies
- Learn the four major treatment-inhibiting challenges for the implementation of exposure therapy
- Become aware of the potential ethical pitfalls associated with exposure therapy

Bill Emahiser, LPCC-S: Counselor, Unison Behavioral Health Group

7

Tips for Going Gray: Skills and Perspectives for Counseling Older Adults

1.5 CE clock hours

The graying of the U.S. population will lead to a greater need for mental health professionals with gerontological training. This session will provide valuable skills to those interested in counseling older adults. The session content includes an overview of demographic shifts and social barriers affecting older adults' mental health; a review of current research related to clinical diagnosis, assessment, and treatment; and the opportunity to practice assessment and treatment skills through the use of case studies.

Participants will:

- Increase awareness of demographic shifts and social barriers that affect older adults' access to

mental health care

- Review the current research related to clinical diagnosis, assessment, and psychotherapy treatment of older adults
- Practice assessment and treatment skills through the use of case studies and frameworks to guide mental health counseling with this population

Matthew Fullen, LPCC: Licensed Professional Clinical Counselor, The Ohio State University

8

Using Interpersonal Theory to Become Suicide Savvy

1.5 CE clock hours

Having a suicidal client is one of the most anxiety-producing situations for counselors. The interpersonal theory of suicide (ITS) can help counselors understand how failed belongingness and perceived burdensomeness contribute to a person's desire to die. ITS also provides a way to assess whether or not a person has acquired the capability to enact lethal self-harm. In this workshop, the presenters will discuss ways to use ITS to conduct a suicide risk assessment and specific interventions to reduce suicidal desire.

Participants will:

- Learn to use the interpersonal theory of suicide (ITS) to understand how people develop both the desire and the capability to die
- Understand how to conduct a risk assessment of a person's desire to die and capability for suicide
- Discover crisis intervention techniques to reduce a person's risk of suicide

Jodie K. Edwards, LPCC: Associate Professor, Cincinnati Christian University

David R. Brown, LPCC: Associate Professor, Cincinnati Christian University

David E. Jones, LPC: Assistant Professor, Cincinnati Christian University

9

Ethical Duties, Knowledge, and Tools for Counseling Adult Transgender Clients in Transition

1.5 CE clock hours; 1.5 Ethics CE clock hours

This presentation will provide attendees with the how-to's of counseling adult transgender clients in transition. It will explain the ethical duties owed to transgender clients, an underserved marginalized group. Attendees will learn what it means to be transgender

and why increasing numbers of transgender adults are seeking counseling. The presenters will introduce terms, describe the coming out process, and provide the knowledge required to create referral letters for hormone therapy and genital surgery.

Participants will:

- Learn the ethical duties owed to transgender clients, an underserved marginalized group, through the lens of the ACA Code of Ethics and the World Professional Association of Transgender Health (WPATH) guidelines
- Learn how to honor diversity, gain knowledge of diverse groups, and advocate societal change to remove barriers to growth; discuss the need to avoid imposing personal values on clients
- Gain the competency to work with adult transgender clients in transition
- Acquire the knowledge required to create referral letters to physicians for hormone therapy and genital surgery as provided by the WPATH guidelines

Linda L. Smith, JD, MA, LPC: Licensed Professional Counselor, Private Practice

Wendy Nathan, MS, LPCC-S: Licensed Professional Clinical Counselor and Wellness Coach, Private Practice

10

Eating Disorder Myth Buster

1.5 CE clock hours

Could you be working with an individual who has an eating disorder and not know it? Would you know what to ask if they did have an eating disorder? This session will help school and clinical providers decipher eating disorder myth from truth to better assess these complex and often puzzling disorders. Case studies will allow participants to practice applying the information learned. Lastly, participants will learn what resources are available in Ohio for individuals with an eating disorder.

Participants will:

- Be able to identify "truths" essential for the accurate assessment and diagnosis of an eating disorder
- Learn to address multicultural considerations in the assessment of an eating disorder
- Understand when to refer a client for specialized eating disorder treatment and learn what resources/facilities are available in Ohio

Samantha Tortora, LPCC: Outpatient and Intensive Outpatient Program Clinician and Level of Care Coordinator, The Center for Balanced Living

Thursday 10:30 AM - 12:30 PM

11

Selfies, Snaps, and Sexts: The Tongue-Twisting World of Girls and Social Media

Session Sponsor



Social media has transformed the lives of adolescents in profound ways. For girls who are in this critical stage of identity and self-development, navigating social media can be a tremendous challenge that is wrought with potential minefields. Based upon research with several hundred students, the presenter will examine the ways that girls say they feel pressured by social media, discuss how being "constantly connected" is impacting the self-concept development of girls, and provide participants with information and strategies to help girls navigate this new reality.

Participants will:

- Learn about the current issues facing girls around social media and technology; hear the findings of a research study, coupled with the real stories and perspectives of girls, to gain "real life" insight into their lived experiences
- Learn strategies for helping middle and high school girls effectively navigate the new social media landscape, including strategies for helping girls develop healthy self-concepts, navigate relationships effectively, and set healthy boundaries in relationships
- Develop effective tools for assisting and supporting girls who have experienced the negative effects of social media (cyberbullying, sexting, social exclusion, etc.)

Lisa Hinkelman, PhD, LPC: Founder and Executive Director, Ruling Our eXperiences, Inc. (ROX)

12

"Return-to-Learn" Concussion Team Model for Ohio Schools

This presentation will provide school counselors with information to assist their building and district in implementing a "return-to-learn" concussion team model that can be used when accommodating a student in the classroom who has suffered a TBI/concussion.

Participants will:

- Learn about the pilot study currently being conducted with the Ohio Department of Health on the development and implementation of a "return-to-learn" concussion team model for Ohio schools

- Learn about the Return to School Framework—every concussion is different and some students may need to miss school to help heal for varying amounts of time, while others will be able to continue their work with some accommodations
- Learn how to create an effective communication plan to manage concussed students in the school setting

Jill Ponzi, LPSC, MEd, AT: School Counselor, Westerville City Schools

Susan Davies, EdD: School Psychologist; Associate Professor and School Psychology Program Coordinator, University of Dayton

13

School Crisis Preparedness and Intervention: Exercises in Triage and Care

Addressing the crisis-related needs and issues of children is a critical role for school counselors and other school mental health professionals. This experiential workshop offers participants an opportunity to develop their crisis preparedness skills for conducting triage and identifying appropriate levels of response. Come prepared to think through and even role-play a few scenarios.

Participants will:

- Identify school-based support strategies for students who experienced a traumatic event using a three-tiered model
- Consider multiple crisis scenarios and identify appropriate levels of support
- Engage in role-play activities to strengthen their crisis response expertise

Kelley Schubert, LPSC: School Counselor, New Albany Plain Local Schools

Amber Nickels, LISW: Mental Health Specialist, New Albany Plain Local Schools

14

Talent for the Future: 21st Century Skills, Manufacturing, and Cooperative Education

College and career readiness are goals of every middle and high school, and according to the Partnership for 21st Century Learning, "the United States continues to compete in a global economy that demands innovation, and our education system must keep up." The skills developed in creative and innovative environments, such as work-based learning, internships, and cooperative education are essential for students. Trends in hiring continue to show growth in the manufacturing industry and viable career options for students. Therefore, it is a continued interest to

increase students' knowledge about recruiting and hiring trends by industries and career exploration in general. Raising awareness has sparked a unique community partnership and collaboration between industry partners and area educational institutions.

Participants will:

- Discuss best practices and strategies about exploring careers and work-based learning
- Explore top industry trends as they relate to the talent pool
- Share collaboration efforts of industry partners to create innovative work-based learning while educating students on the manufacturing industry

Andrea Domachowski, Director of Career Services, Lourdes University

Doug Chivington, Talent Management, Honda of America Manufacturing, Inc.

15

The Epidemic of Teen Dating Abuse: The Role of the School Counselor

One in three girls and one in three boys will experience teen dating abuse. House Bill 19 was enacted in 2010 and requires that Ohio public schools offer awareness and prevention programming for grades 7-12. School counselors will gain strategies to help promote healthy relationships. Participants will learn about the warning signs of dating abuse, the cycle of violence, how to break up safely, and how to implement peer support. Resources and activities will be offered to support a school climate of respect.

Participants will:

- Learn about the prevalence of teen dating abuse; increase their knowledge of alarming statistics and the effects on a student's social and emotional well-being as well as their academic performance
- Receive a toolbox of strategies to promote healthy relationships; learn techniques that help teens evaluate their relationships and how to observe warning signs of abusive relationships; discuss how technology complicates these relationships
- Learn about House Bill 19 (Tina's Law) and how to provide dating abuse education in schools; become better equipped to support or refer students who are experiencing an unhealthy relationship

Karen Zimmerman, LPSC: Consultant and Trainer, Love Without Hurt

Laura Ryzenman, LPSC, LPC: Consultant and Trainer, Love Without Hurt

Lisa Spector, LISW-S: Consultant and Trainer, Love Without Hurt

16

Addressing the Ohio Heroin Epidemic as a Counselor

1.5 CE clock hours

Heroin, a semi-synthetic opiate made from morphine, is an especially powerful drug because it crosses the blood/brain barrier very quickly. According to the Center for Disease Control, Ohio has the second-highest number of drug overdose deaths in the country. The lifespan of a hardcore and long-term heroin user is approximately 15-20 years. Opiate abuse is considered a precursor to future heroin use and consumers of opiates include high school students, college athletes, teachers, and many other professionals. Therefore, a typical opiate user in Ohio could be anyone. This informative session will provide counselors with pertinent information and data about the heroin epidemic in Ohio and how to better serve this population.

Participants will:

- Gain knowledge and insight into the heroin epidemic in Ohio
- Learn evidenced-based and non-evidenced-based treatment options
- Develop an understanding of local resources specific to the client

Bernadette Joy Graham, Graduate Assistant, University of Toledo

Huynh T. Son, LPC, Graduate Assistant, University of Toledo

17

Multicultural Competence and Supervision: How to Get the Conversation Started

1.5 CE clock hours; 1.5 Supervision CE clock hours

In a world where cultures are colliding more than ever, the value of being a multiculturally competent supervisor and counselor cannot be overstated. This presentation will address ways to emphasize multicultural competence in supervision. The multidimensional ecological comparative approach (MECA) will be introduced as a new way of starting the multicultural competence conversation in supervision and recognizing another way for case conceptualization with supervisees/supervisors.

Participants will:

- Examine ways and implications of starting the multicultural competence conversation in supervision
- Recognize strengths to encouraging discussion

while utilizing a supervisory framework, the multidimensional ecological comparative approach (MECA)

- Analyze strengths of multicultural competence for both the supervisee and supervisor

Azra Karajic Siwiec, LPC: Associate Professor, Walsh University

Carrie VanMeter, LPC, LSC: Associate Professor, Walsh University

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

Ruthann Anderson, LPCC-S: Associate Professor, Walsh University

18

Shifting the Habitual Anger Response: A Gestalt-CBT-Mindfulness-DBT Approach

1.5 CE clock hours

Many adults, couples, and young adults present for counseling reporting that their relationships are in trouble due to their inability to appropriately respond to feelings of anger. A Gestalt approach that emphasizes building mind-body awareness in the client, in combination with cognitive behavioral therapy, dialectical behavior therapy, and mindfulness-based interventions can empower clients to effectively deal with thoughts, feelings, and behaviors. Engaging the body in various ways also helps set the stage for deeper work, once clients have learned to appropriately respond to emotions. This session will inform attendees on effective ways to build cognitive, emotional, behavioral, and bodily awareness in clients within a Gestalt-based approach. Attendees will also learn how to teach clients about thoughts and emotions, while providing them with a wide range of integrated, empirically-based coping skills. Case studies, active learning, a brief review of the professional literature, and role play demonstrations will be included.

Participants will:

- Learn how to teach clients about thoughts, feelings, bodily sensations, and behaviors and how each informs and interacts with the other
- Learn and apply a Gestalt-oriented, curious, and authentic stance that facilitates client awareness and promotes mind-body integration
- Understand how to facilitate a multi-faceted, multi-theoretical approach and empower clients who are stuck in anger-related habitual thoughts and behaviors

Sarah Ann Lanman, EdD, LPCC-S, NCC, LPCC-S: Visiting Professor of Counseling,

University of Cincinnati

Jessica Banas: Student, University of Cincinnati

19

Multicultural and Social Justice Counseling Competencies When Working with LGBTQ+ Clients: Ethical Practice and Practical Application

1.5 CE clock hours; 1.5 Ethics CE clock hours

The ACA Code of Ethics insists that professional counselors are ethically called upon to be agents of social justice. Further, the new Multicultural and Social Justice Counseling Competencies make clear that competency with any cultural group must include social justice. This is pivotal for today's LGBTQ+ population. Learn how ethics, multiculturalism, and social justice converge when working with LGBTQ+ clients. Acquire practical, take-home tools to demonstrate your affirming approach with this population.

Participants will:

- Clearly define how and why multicultural and social justice competencies are essential to ethical practice; learn foundational elements when considering ACA Ethical Codes; understand multicultural and social justice competency when working with LGBTQ+ clients, especially in light of the new Multicultural and Social Justice Counseling Competencies
- Identify and describe current multicultural and social justice issues affecting the LGBTQ+ population—both individually for client well-being and culturally—and learn how to ethically address them
- Receive detailed and ethically-sound multicultural and social justice tools for working with LGBTQ+ clients

Jared S. Rose, PhD, LPCC, NCC: Assistant Professor, Bowling Green State University; Owner/Private Practitioner, Moose Counseling & Consulting, LLC

Nicholas Corne, CT: Student, The University of Toledo; Clinical Mental Health Intern, Zepf Center

20

Kids Serve, Too! The Psychological Effects of Parental Deployment on Military Children

1.5 CE clock hours

Some of our nation's bravest soldiers are not in uniform. They are the children of those who serve and deployment affects

them more than most people realize. This presentation will address how deployment affects children of different ages, what skills counselors can use to work adeptly with their military clients, and how to foster community and family involvement in the treatment of military children. Military kids don't choose to serve—but we can still help them survive the deployments of those who do.

Participants will:

- Examine the psychological effects that parental deployment has on military children of different age groups, specifically the impact on social-emotional well-being and self-esteem
- Understand the unique challenges faced by military children and their families; learn to advocate for programs founded in intense research of military children, families, and their needs
- Get tips and interventions to foster a community environment between the family,

the clinician, teachers, and other important individuals in the military child's life in order to facilitate the best treatment

Danielle L. Winters, MPA, CT: Graduate Student, University of Dayton

Scott Hall, PhD, LPCC-S: Associate Professor, Department of Counselor Education and Human Service, University of Dayton

LUNCH & LEARN

Thursday, November 3, 2016 | 12:15 - 1:15 PM

TICKETED EVENT \$30; INCLUDES BOX LUNCH

21

How to Get Your Principal On Board with the New Evaluation and Advocate for Yourself

Learn about the Ohio Standards for School Counselors and the new evaluation framework. Explore ways to have a fair evaluation process that supports you and your program. Identify those current job requirements that stand in the way of your comprehensive program development and could impact having a fair evaluation process.

Participants will:

- Learn about the Ohio Standards for School Counselors and the evaluation framework for school counselors; use a jigsaw process to review the sections of the standards and how the self-assessment and evaluation framework are aligned
- Identify the important factors to consider when reviewing school counselor performance and the priorities for evaluation; review possible ways to realistically incorporate student gains with counselor evaluation; discuss common school counselor job requirements that are not congruent with the standards and evaluation
- Discuss responsibilities that keep school counselors on track—and off track—when designing, developing, and implementing a quality developmental, preventive school counseling program

Tommie Radd, PhD, LPC, NSCC, NBCC, CRC: School Counselor, Columbus City Schools

Doris Coy, PhD, LPCS, NCC, NCCC: Consultant

22

When It Hurts to Talk: Using Creative Interventions with Clients Struggling with Grief and Loss

1 CE clock hour

One in five children will experience the loss of someone close to them by age 18. Do we really know how they hurt? This session will engage attendees in a hands-on experience to embrace creative interventions helpful for children and adolescents struggling with grief and loss.

Participants will:

- Learn how grief and loss presents in youth and adolescents
- Deepen knowledge of the creative interventions that can be utilized with sand, Play-Doh, and figurines
- Receive new tools for their "clinical toolbox" to help hurting children and adolescents hurt less

Meagan McBride, LPC: Doctoral Student, University of Toledo

Christopher Roseman, PhD, LPCC: Associate Professor, University of Toledo

23

The Use of Pop Culture to Foster Rapport and Success with Clients

1 CE clock hour

What do Batman, TMNT, the Joker, Deadpool, Adventure Time, Avengers, Xena, Wonder Woman, Stitch, and Bruce Lee have in common? They are all pop culture icons and characters that you can use to help build rapport and improve self-identity with clients from a variety of populations including high school and college students, first responders, and veterans. How can you use any or all of them to build rapport with your client? What about using them to improve client self-identity and your own self-care? Are you feeling like your initial assessment isn't really showing you who your client is? Clinicians that work with a variety of clients will find this session helpful to reframe how they approach rapport, empower self-identity in their clients, and infuse clinician self-care into their daily activities. Come learn a fun, engaging approach to rapport building, client success, and taking care of yourself!

Participants will:

- Increase their understanding of pop culture references for use in counseling
- Increase interest and ability to incorporate pop culture references into counseling work with a variety of populations, such as veterans, active military, first responders, teens, LGBTQ, and college students
- Gain techniques and tools to enhance rapport building, clinical success, client self-identity, and clinician self-care

Emily L. Ribnik, LPCC-S: Clinical Mental Health Counselor and ALICE Instructor, Kent State University at Stark

GENERAL SESSION

Thursday, November 3, 2016 | 1:30 PM - 2:45 PM

24 Negotiating the Legal and Ethical Complications of Working with Minors

1.25 CE clock hours



Carolyn B. Stone, EdD:
Professor, University
of North Florida

Counselors who work with minors must negotiate the competing interests of a child's need for confidentiality, community and institutional standards, and the legal rights of parents to be the guiding voice in their children's lives. Updates on these competing interests will be discussed through 10 primary court rulings that guide the legal work of counselors who work with minors. Legal rulings will be highlighted in areas such as sexually active children, bullying, academic advising, child abuse, first amendment rights, cyber speech, and transgender youth. The goal of this address is to facilitate participants' legal literacy and provide guiding principles to support best ethical practice.

Dr. Carolyn B. Stone, is a professor at the University of North Florida (UNF) where she teaches and researches

in the area of legal and ethical issues for counselors. Prior to becoming a counselor educator, Dr. Stone spent 22 years with the Duval County Public Schools in Jacksonville, Florida, where she served as Supervisor of Guidance, an elementary and high school counselor, and a teacher. Dr. Stone served as the President of the American School Counselor Association for the 2006-07 school year and currently holds the position of ASCA's Ethics Chair. She is Past-President of the Florida Counseling Association and the Florida Association of Administrators and Supervisors. Dr. Stone has delivered several hundred workshops to practicing counselors on legal and ethical issues and counselors working in a climate of accountability and has written extensively on these two subjects in textbooks, journal articles, and other professional publications.

Thursday 3:00 PM - 4:15 PM

25
**Crayons to College and Careers:
Implementing College and Career
Awareness at the Elementary Level**

Implementing college and career awareness at the elementary level is a challenging and often overlooked component of ensuring student success in postsecondary endeavors. It is critical that even our youngest learners begin to build a strong foundation that focuses on the habits and skills necessary to prepare them to enter college or the job market. This presentation will give participants greater insight into ways that they can enhance their students' growth in this area. They will be able to identify specific initiatives that promote a developmentally appropriate schoolwide understanding of college and careers. Participants will leave with practical ideas for college and career objectives that they can easily integrate into their school's current comprehensive school counseling program at any level.

Participants will:

- Develop an understanding of college and career awareness at the elementary level
- Be able to identify specific initiatives that promote a developmentally appropriate schoolwide understanding of college and careers

- Leave with practical ideas for college and career objectives that they can easily integrate into their school's current comprehensive school counseling program at any level

Kelley Mills, LPSC: Elementary School Counselor, Austintown Local Schools

Penny Callahan, LPSC: Elementary School Counselor, Austintown Local Schools

26
**Career Advising Policy and Career
Counseling Curriculum for Grades 6-12**

Many school counselors felt overwhelmed with Ohio law requiring local boards of education to adopt a policy on career advising beginning in the 2015-2016 school year and the Ohio Department of Education (ODE) providing model career advising policies and student success plans. School Counselors were required to write a career advising policy, get it approved by the local board of education, and develop a career counseling curriculum aligned to ODE's guidelines for implementation in the 2016-17 school year. Attendees still undergoing this process will learn valuable insight from the steps that the Granville School District school counselors took to be in compliance with the state. The presenters will show you how they are aligning with the eight components of the policy, share their career counseling curriculum grades 6-12, and provide an example of their Student Success Plan document that they created to address

the needs of at-risk students. This process helped to identify gaps in career curriculum and has given an opportunity to set new goals to benefit students for the coming years.

Participants will:

- Review an example of a career advising policy
- Discuss how to align with the eight components of ODE's Career Advising Policy and Student Success Plan
- Learn an example of a career counseling curriculum for grades 6-12
- Understand the process of determining what criteria is needed on your Student Success Plan documents that is applicable for your students in grades 6-12

Amber Gilsdorf, LPSC: High School Counselor, Granville Exempted Village School District

Brandi Cooper, LPSC: High School Counselor, Granville Exempted Village School District

27
Ethical Issues Roundtable

This workshop will provide an opportunity for professional counselors to discuss with other professional counselors the ethical issues they are facing. Although each ethical dilemma is unique and depends on specific circumstances, it is always helpful to discuss these situations with like-minded professionals.

Participants will:

- Have an opportunity to share their ethical concerns
- Receive assistance with their issues and share their expertise with others
- Learn from other counselors how they address ethical issues in the profession

Susan Norris Huss, LPSC: Associate Professor, Bowling Green State University

28**50 ASCA Indicators in 50 Minutes (Or Less!)**

Do you ever feel overwhelmed when you look at the ASCA National Standards, Competencies, and Indicators? Do you ever wonder how you can cover so many important skills with your students using classroom guidance alone? This session will provide you with more than 100 fun, interactive activities that don't necessarily have to happen in a classroom. By using challenges, hunts, and stations in their buildings, school counselors can cover multiple standards, competencies, and indicators for large numbers of students, in about 50 minutes of student time. Participants will leave the session with practical and creative ways to cover multiple indicators with students of any age, grade, or skill level.

Participants will:

- Review the ASCA National Standards, Competencies, and Indicators and explore ways to cover multiple indicators outside the classroom with a large number of students in creative, engaging ways
- Learn several methods to cover multiple ASCA indicators with students; discuss and practice methods including challenges, hunts, and stations and focus on activities that can be done outside the classroom or office
- Leave the session with three new methods—and more than 100 activities—to creatively and interactively cover up to 50 indicators in 50 minutes or less with students

Emelie Heltsley, LPSC: School Counselor, The Charles School at Ohio Dominican University

29**A Comprehensive Approach to Addressing Non-Academic Barriers to Learning**

Poverty, trauma, mental health issues, and a lack of parent involvement are obstacles that affect a student's academic success in an

urban school environment. This presentation will provide practical skills on how to implement a comprehensive program that addresses these barriers to success.

Participants will:

- Identify the behavioral, social, and mental health issues that impede students' abilities to be successful in a classroom environment
- Prepare a program that promotes social-emotional skills and provides mental health treatment in the school setting
- Form an alliance with students' families by connecting them to resources and engaging them in the educational process

Amy C. Theodor, MS, LPCC-S, NCC: Mental Health Counselor with ECHO, University of Dayton; Doctoral Student, Walden University

Rhonda H. Mercks, MS, LPCC-S: Director of Echo, University of Dayton

Michelle Sherman, BA, LSW: Family Advocate with ECHO, University of Dayton

30**Couples Therapy for Advanced Practitioners**

1.25 CE clock hours

Participants in this workshop will explore advanced practice methodologies in couples therapy. The diagnostic framework for couples therapy will be presented with an emphasis on the core conflict in a couple. Participants will also explore engaging difficult couples, evaluating whether the therapy is working, and understanding how to help the couple develop the skills that will sustain their continued growth beyond the treatment.

Participants will:

- Understand and explore the couples diagnostic framework
- Understand the strategies used in engaging the variety of difficult couples
- Learn whether the couples therapy process is working, whether the couple is getting to the core conflict, and whether the couple is developing skills that can help them sustain their growth beyond the couples therapy

Norman F. Shub, LPCC-S: Owner and Clinical Director, Gestalt Associates

31**Breaking Barriers and Building Hope: Trauma-Focused Interventions for Children and Teens**

1.25 CE clock hours

This presentation will address the relationship of trauma and high-risk behaviors in teens (e.g., self-harm, substance abuse, and oversexualized behaviors) while addressing ethical considerations. Emotional regulation strategies will be discussed in-depth to assist counselors in understanding teens' desire to "numb the pain." Creative intervention strategies will be emphasized using best practices (e.g., TF-CBT, DBT, and mindfulness). This interactive presentation will include visual demonstrations, group activities, and hands-on tools and resources.

Participants will:

- Understand the impact of trauma on teens and its link to high-risk behaviors and self-injury
- Learn about key therapeutic concerns such as self-harm, suicide attempts, substance abuse, and oversexualized behaviors; discuss ethical considerations as a core area of concern for counselors, assessing risk vs. client safety vs. counselor liability
- Gain an in-depth understanding of the impact of trauma on emotional regulation and the use of ineffective strategies to "take away the pain"
- Hear the presenters' first-hand professional experience performing trauma-focused counseling for teens and families while identifying best practices that specifically address high-risk behaviors (e.g. TF-CBT, DBT, mindfulness, relaxation techniques, and emotional regulation skills)
- Learn the practical application of the therapeutic interventions discussed and methods to incorporate strategies across multiple therapeutic settings
- Gain access to a comprehensive therapeutic intervention toolkit

Alicia Hall, LPCC: Clinical Counselor, Psychological Behavioral Consultants

Victoria Giegerich, LPC: Graduate Assistant, Kent State University

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32

A Supervisor's Guide: Who's at Risk for Vicarious Trauma?

1.25 CE clock hour; 1.25 Supervision CE clock hour

Vicarious trauma has been deemed an occupational hazard for the helping professions. To increase awareness and promote education around this topic, the presenters will focus on the areas of risk, identification, and prevention. This presentation will include a review of common myths, risk factors, preventative methods, and the utilization of a vicarious trauma measure.

Participants will:

- Be able to identify the differences between burnout, compassion fatigue and vicarious trauma
- Be introduced to a measure that will assess for vicarious trauma; learn how to administer and score the assessment; take the assessment in order to become familiar with the measure
- Learn prevention techniques for vicarious trauma, with a focus on the role of supervision

Ericka Shoaff, LPC: Outpatient Therapist, Coleman Professional Services

Orit Rubin, LPC: Doctoral Student, The University of Akron

Carese Bates: Doctoral Student, The University of Akron

Mollie Sin, LPC: Community Health Center Consultant, Cardinal Health

33

Shattered Rainbow: LGBTQ+ Human Trafficking Awareness, Prevention, Treatment, and Social Justice

1.25 CE clock hours

The LGBTQ+ population is at a higher risk of sex slavery than any other demographic. After this session, participants will be able to 1) identify and describe the awareness components associated with LGBTQ+ human trafficking; 2) identify and describe the risk factors that put the LGBTQ+ population at high risk of human trafficking; 3) implement prevention measures through individual and community interventions, as well as social justice; and 4) understand foundational elements of affirmative therapy and trauma-focused treatment in working with this population.

Participants will:

- Hear an overview of the research findings; learn the issues faced by LGBTQ+ individuals that put them at particularly high risk of being manipulated and victimized through human trafficking
- Receive specific, concrete tools that can be utilized to prevent the trafficking of LGBTQ+ persons and effectively treat those who have

been victimized; resources include an overview of affirmative therapeutic approaches and demonstrated, effective trauma-focused treatment modalities

- Receive tangible, take-home materials to address the ethical and social justice aspects of these converging issues

Jared S. Rose, PhD, LPCC, NCC: Assistant Professor, Bowling Green State University; Owner/Private Practitioner, Moose Counseling & Consulting, LLC

34

Ethical and Best Practice Guidelines for Addressing Clients' Spirituality and Religion

1.25 CE clock hours; 1.25 Ethics CE clock hours

Counselors are often unsure of what to do when clients bring religion and spirituality into the counseling session. Two factors that can lead counselors to ignore or overlook the religious or spiritual dimension of their work with clients are: 1) a lack of knowledge about various religious traditions, and 2) the concern that addressing the client's religious or spiritual life is inappropriate or unethical. In both cases, the client's counseling experience is negatively impacted. This presentation will describe an approach that counselors can use when clients want to incorporate their religious or spiritual life and experiences into their counseling or when clients are experiencing spiritual conflict or confusion.

Participants will:

- Apply core concepts of client-centered counseling to clients' expression of spiritual interest or spiritual conflict
- Use the major ethical principles to evaluate possible responses to clients' spiritual expressions
- Learn how to initiate a dialogue with the client about spiritual interests and/or conflicts and collaboratively identify possible sources of referral

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

Thursday 4:45 PM - 6:00 PM

35

Project AWARE Ohio: Addressing Mental Health Needs in Schools

Project AWARE Ohio (a grant initiative funded by SAMHSA) provides resources to educators, parents, and community partners to raise awareness of youth mental health needs and to gain strategies for how to intervene. The presenters will share free resources, tools, and trainings; share information on the Mental Health, Social-Emotional, and Behavioral Screening and Evaluation Compendium, universal screening guidance document, and behavioral health information briefs; and demonstrate applied activities and case studies where attendees can plan for and practice applying the approaches learned.

Participants will:

- Gain awareness of the resources available to identify the signs and symptoms of mental health concerns in young people
- Gain knowledge of practical school-based mental health tools and resources (based on best practices and research-informed strategies) that can be implemented immediately in their professional settings
- Understand how to effectively apply the knowledge and information gained in this session to make a difference in the lives of the young people they serve in their daily practice

Emily Jordan, LISW: Education Program Specialist-Behavioral Supports, Ohio Department of Education

Dawna-Cricket-Martita Meehan, PhD: Director, Center for School-Based Mental Health Programs, Miami University

Kathleen Oberlin: Director, Ohio Mental Health Network for School Success

36

Transformative Practices in Leadership and Advocacy

As a school counselor, do you feel alone? Overworked? Under-supported? Most of us do, but it doesn't have to be that way. School counselors can efficiently and effectively meet our professional standards, develop the mindsets and behaviors we want to instill in our students, and collaborate with other professionals, regardless of the barriers we face. Join your fellow school counselors in a transformative small-group experience. In this session, you will work closely with other

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counseling professionals to build leadership and advocacy into your school counseling program—even with limited resources. This will not be a lecture, but rather a unique opportunity for practical, solution-focused work with like-minded colleagues. You are not alone.

Participants will:

- Work to build the foundation of a professional learning community (PLC) to enhance the roles of leadership and advocacy in their daily practice
- Unpack Standard 5 of the Ohio Standards for School Counselors and begin to build realistic plans to implement more leadership and advocacy into their school counseling program; use the “gap analysis” protocol to determine how their daily practice and counseling program currently incorporates leadership and advocacy
- Receive a step-by-step guide for implementing a student-driven advocacy leadership group, as well as learn practical and simple ways to build a local PLC

David C. Fryling, LPSC: Middle School Counselor, Otsego Local Schools

Jen Wronkovich-Clark, LPSC: High School Counselor, Otsego Local Schools

Lianna Mikesina, LPSC: Elementary School Counselor, Otsego Local Schools

37

Strategies for Addressing the Needs of Traumatized Students in a K-12 Setting

Research indicates that social support provides protection from the negative consequences, such as depression, anxiety, substance abuse, and difficulty in adult relationships, in youth who have experienced trauma. Children and adolescents spend much of their day in a school setting, and a supportive school environment can potentially protect students who have experienced trauma from the aforementioned negative consequences of childhood trauma. This presentation will provide participants with a multi-systemic approach to working with students in a K-12 setting who have experienced childhood trauma. Participants will receive instruction on how to identify students who have experienced childhood trauma, how to educate school staff about childhood trauma, and ways to maximize resources by working with mental health counselors. Specific strategies to provide school-based interventions and school support for students who have experienced childhood trauma will be shared.

Participants will:

- Be able to identify indicators of childhood trauma in students in a school setting
- Be provided with examples of how to work with school staff and mental health counselors to support students who have experienced trauma
- Learn practical strategies for the implementation of direct student services

Rachel Vitale, LPC, LPSC: School Counselor, Morgan Local School District

38

Preparing All Students to Be Success-Ready

How many of your students are graduating from high school ready for success? Based on a recent national study, only 8% of students are graduating college and career-ready. In this session, the presenters will discuss what is being measured, what should be measured, and how to gather and evaluate data to best prepare students for a successful postsecondary transition. Come with your school's college and career readiness plan, and leave with the next steps needed to get all students prepared for success.

Participants will:

- Identify and evaluate current measures of college and career readiness to clarify local goals and practices
- Determine local changes needed in offering options to all students based on career pathway interests to best prepare students for successful futures
- Learn about resources to assist in gathering and analyzing data for continued improvement in student preparation

Tisha Lewis: Career Connections Consultant, Ohio Department of Education

39

The Role of Assessments in Comprehensive School Counseling Programs

Assessing students' needs is an integral and ongoing component of a comprehensive school counseling program. Suitable assessment instruments are identified and selected based on the intervention, the needs of the student, or the objectives of the counseling program. Specifically, instruments used to collect data with validated psychometric properties assist in evidence-based practices. Yet, many school counselors do not know which types of assessments to utilize nor what assessments

are available to them. This presentation will identify and evaluate the most commonly used assessment instruments in schools including checklists, scales, questionnaires, observations, portfolios, and interviews. Assessment tools reflecting personality, intellectual, educational, and social functions will be explored.

Participants will:

- Be able to describe the nature and use of different types of assessments, including questionnaires, checklists, interviews, inventories, observations, and surveys within a school setting
- Be able to explain the types of information obtained from different assessments
- Be able to identify the most commonly used assessment instruments in school settings

Jill S. Minor, EdD, LPSC: Assistant Professor, University of Cincinnati

Tiarra Comer: Master's Student in School Counseling, University of Cincinnati

Eric Witherell, M.Ed.: Doctoral Student in Counseling Education in Supervision, University of Cincinnati

40

Collateral Damage: Helping Family Members Through the Ravages of Heroin Addiction

1.25 CE clock hours

The powerful ripple effect of heroin addiction most profoundly affects the addict's family, wreaking havoc on the emotions and mental health of their parents, children, spouses, and loved ones being pulled into the chaos. The purpose of this session is to help clinicians better understand the nature of the heroin epidemic, learn to recognize the common emotional fallout of family members of addicts, and better support families involved through appropriate clinical interventions.

Participants will:

- Hear an overview of the scope and nature of the heroin epidemic in Ohio and how the problem is impacting the fundamental family system
- Learn about the common emotional reactions and challenges around managing a loved one suffering from a heroin addiction
- Be empowered to help family members of heroin addicts through understanding, empathy, an awareness of treatment options, and the setting of appropriate boundaries

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

41

Using a Personal Change Project to Develop Counselor Trainee/Supervisee Empathy

1.25 CE clock hours; 1.25 Supervision CE clock hours

Counselors may become frustrated with their clients' lack of progress and can become desensitized to the difficulties of making change. This interactive presentation will review the Stages of Change model and ask attendees to apply it to a personal behavior change. Attendees will develop a personal action plan and discuss the change process including anticipated barriers and struggles. Attendees will consider the implications of asking supervisees/trainees to complete a personal change project, the potential insights that can result, and how this exercise can increase empathy for the change process.

Participants will:

- Review the basics of Stages of Change theory and counseling supervision models
- Discuss supervisee/trainee struggles to understand client change processes
- Learn why clients get "stuck" in the change process through shared clinical examples
- Develop and/or review a personal action plan for behavior change and apply the Stages of Change and other treatment concepts to the change process (e.g., triggers, relapse, etc.); discuss past change attempts and future change considerations
- Process the implications of using a change project with supervisees/trainees based on experiences in the workshop
- Discuss insights for trainee/supervisee growth including increased empathy for the difficulty of change

Amanda Rovnak, PhD, LPCC-S, LICDC-CS: Core Faculty, Walden University

Marisa White, PhD, LPC, NCC: Assistant Professor, Argosy University

42

Breaking Free of the Family Tree: Utilizing Genograms when Counseling Children and Adolescents

1.25 CE clock hours

This presentation will teach participants how to utilize genograms during therapy with children, adolescents, and families in a way that is fun and exciting, but also provides thorough and ongoing assessment and treatment of presenting problems. A genogram

is an innovative and versatile intervention and assessment tool, which creates insight and promotes cultural awareness. Counselors will learn how to include children and adolescents in genograms, tailored toward presenting problems and diverse populations. Videos will demonstrate how to use genograms with families, children, and adolescents. Examples of genograms and the symbols geared toward children will be part of the presentation handouts.

Participants will:

- Learn to utilize creative interventions such as the genogram when assessing and treating children and adolescents
- Learn how to innovatively integrate children and adolescents in treatment during family counseling sessions
- Learn how to assess and treat children, adolescents, and families utilizing one tool that can be tailored toward both specific presenting problems and diverse populations

Rebecca Boyle, LPCC-S: Director, Clinic for Individual and Family Counseling, University of Akron

Cynthia Reynolds, LPCC-S: Retired

Molly McDowell-Burns, PhD, IMFT, LPC: Counselor, Family Connection of Wadsworth

Rachel Bell, M.S. MFT, PC: Graduate Assistant, The University of Akron

43

But Mom, All the Other Kids Are Doing It!

1.25 CE clock hours

Easy Internet access makes pornography readily available to today's adolescents. Teens are especially susceptible to pornography due to their underdeveloped brains; and their psychosexual, emotional, and social development can be interrupted and altered as a result. This workshop will discuss current scholarship on sex addiction in teens, etiology, and possible comorbidities such as ADHD and mood disorders. Prevention and treatment options will be explored and brainstormed in small-group discussions.

Participants will:

- Recognize the easy access that teens have to pornography in today's digital age, the ease with which teens become addicted to pornography and sex, and the neurochemical and other changes that occur in the underdeveloped brains of teens when they view pornography
- Identify the impact of pornography on social, sexual, and emotional development, as well as

the risk of perpetration of violent sex crimes, comorbid ADHD and mood disorders, and relational intimacy deficits resulting from porn and sex addiction

- Be able to employ various treatment methods presented in the session to assist teens and their families in dealing with pornography and sexual addiction

Claudia Sadler-Gerhardt, LPCC-S: Professor of Counseling, Ashland University

Rhonda Taylor: Student, Student at Ashland University/Seminary

Friday 8:30 AM - 10:00 AM

44

What You Need to Know About Ohio's New Standards for School Counselors and Evaluation: Lessons from the ODE Pilot Program

The presentation will provide an overview of the new Ohio standards for school counselors. These standards reflect the expectations of professional practice for knowledge and performance. The standards are the foundation of the Ohio School Counselor Evaluation System framework. Based on participation in the Ohio Department of Education (ODE) pilot, the presenters will explain what they learned from their experience and how the standards will impact school counselors. An overview of the seven areas of the rubric will be provided, including self-assessment, professional growth goals, pre-conference, informal and formal observations, and post conference. Participants will learn about the performance metric from the perspective of a school administrator and the importance of collecting the necessary data. This information will help current and future school counselors use the standards to create their comprehensive school counseling programs at an accomplished level.

Participants will:

- Increase awareness of the new standards for Ohio school counselors and how to implement them into their current school counseling programs
- Learn about the framework and the rubric for the new evaluation system from a trained OTES and OSCES pilot evaluator
- Learn how to apply the new standards and evaluation system to their daily life as a school counselor from the perspective of a new school counselor

Diane Zimmer, LPSC: Doctoral Candidate, University of Toledo; School Counselor Firelands Local Schools

Robert Maver: Principal, Firelands Local Schools

Katie Goss, LPSC: School Counselor, Firelands Local Schools

45

A Cry for Help: Building a Web of Hope for Teens in Crisis

Building an awareness of the mental health landscape among adolescents is critical. Professional development centered on mental health will open the topic of conversation and give professionals a voice in advocating for teens in crisis. Agencies, medical professionals, and schools should collaborate to provide a seamless transition for students and clients. The ultimate goal is prevention. The Center for Suicide Prevention and Research promotes the delivery of evidence-based prevention strategies, ultimately looking to break the silence and stereotypes of mental illness and suicide.

Participants will:

- Build an awareness of the mental health landscape among adolescents to be able to educate clients, students, and families
- Gain an understanding of how untreated children with anxiety disorders are at higher risk of performing poorly in school, miss out on important social experiences, and engage in substance abuse
- Learn evidence-based prevention strategies recommended by the Center for Suicide Prevention and Research; discuss the need for collaboration among school counselors, mental health professionals, and medical doctors

Nancy Gillespie, LPSC: School Counselor, SWCS-Grove City Christian

Brad Dickson, MD: Pediatrician, South West Pediatrics

John Ackerman, PhD: Suicide Prevention Coordinator for the Center of Suicide Prevention and Research, Nationwide Children's Hospital

Erica Mihely, LISW-S: Social Worker, OSU-Harding Hospital

Elayna Drake, LISW: Social Worker, Southeast Inc.

46

The Unique Challenges Facing Prospective College Student Athletes

High school student athletes who are transitioning to the college setting face many unique challenges that go beyond that of the typical first-year student. Many of these transitional issues are addressed by the school counselor in their ongoing work with students; however, school counselors can be intentional about their efforts in aiding these students as they matriculate to their first year of college. This workshop presents topics and interventions that school counselors might consider employing with their student athletes. In addition, the speakers will describe a Player Development Program currently being delivered to a Division I football team at Ohio University.

Participants will:

- Learn about the unique transitional challenges that face student athletes
- Review the basics of NCAA regulations that are relevant to students with whom they are working
- Learn tools to use in their efforts in assisting parents of high school student athletes

Tom Davis, LPCC-S: Professor Emeritus, Ohio University

Chris Rodgers: Director of Football Operations, Ohio University

David Horton: Program Coordinator, Higher Education and Student Affairs, Ohio University

Aaron Macer: Graduate Student, Ohio University

47

College-Palooza: Tips and Tools for Planning and Hosting a College Night at Your School

Are your students college-ready? Is a future college admission or career even on their radar? It is not too early (or too late) to begin the process! Start the conversation by hosting a free, fun, interactive evening about the ins and outs of the college process. Join us as we share how The Metro Early College Schools engage students and parents in discussions about higher education and beyond by partnering with local colleges and community organizations. This session will give you the steps to plan and develop a college night for your school. Participants will leave with a framework to implement a program in their school that will energize both students and parents. This session

is for school counselors at all grade levels.

Participants will:

- Hear best practices from fellow school counselors and learn the presenters' process and timeline for planning this simple event
- Feel empowered and supported in developing a college-going culture in their schools
- Learn ideas and examples to jump-start the planning process in their schools

Liz Mechling, LPSC: High School Counselor, Metro Early College High School

Tim Latta, LPSC: Middle School Counselor, Metro Early College Middle School

48

Exploring Social Justice Through the Lens of Young Children: An Opportunity to Nurture Identity Development and Cultural Competency

Have you ever wondered what a young child's understanding is of diversity and social justice? In this engaging and interactive session, the presenters will use a combination of research and their own respective experiences in working with youth in schools to help participants understand the importance of identity development, diversity, and social justice. There is a common misunderstanding that issues of social justice and concepts of diversity are too difficult for young children to understand. However, the research suggests that not only are youth capable, but these conversations are critical to the healthy development of children and safe and supportive communities. The presenters hope to inspire participants to engage with social justice both in schools and clinical settings.

Participants will:

- Explore and discuss research in the areas of identity, diversity, justice, and action (IDJA) in relation to counseling and early childhood education
- Review authentic case examples of engaging with these principles and topics in schools and clinical settings
- Be equipped with knowledge, understanding, and tools to actively engage in IDJA work, which is critical to the development of children

Felice Kassoy, LPC: K-5 Counselor, Wickliffe Progressive Elementary School; Adjunct Instructor, The Ohio State University

Sam Affholter: Program Coordinator, Program for Young Children, Columbus School for Girls

49

Intimate Partner Violence Across the Lifespan: Best Practices for Assessment and Treatment*1.5 CE clock hours*

Intimate partner violence (IPV) is a pervasive health concern that affects millions of Americans of all ages. This presentation will provide a general overview of IPV and identify developmental issues that impact individuals experiencing IPV during various life stages. Attendees will gain assessment and treatment skills and learn specific strategies to support these individuals.

Participants will:

- Gain an overview of IPV and knowledge of developmental issues that impact individuals experiencing IPV during various life stages
- Acquire appropriate assessment tools and skills based on current research for individuals across the lifespan who are experiencing IPV
- Gain knowledge of effective treatment practices based on current research for individuals across the lifespan who are experiencing IPV

Lisa Longo, LPC: Counselor, Keller Counseling and Associates

Jessica Cutshall, LPC: Counselor, Gahanna Lincoln High School

Matthew Fullen, LPCC: Clinical Counselor, The Ohio State University

50

Activating Creativity in Group Work*1.5 CE clock hours*

Licensed professional counselors and school counselors are tasked with balancing the needs of clients and students, large caseloads, multiple roles, and productivity. Creative group counseling may meet these needs; however, the incorporation of creative techniques must be done ethically without venturing outside the scope of practice. In this presentation, delineations between art therapy and counseling will be made, group skills will be reviewed, an experiential activity will be facilitated, and handouts will be provided.

Participants will:

- Be able to describe group work skills that assist in facilitating the creation of a safe space for clients' self-exploration
- Understand and describe the differences between incorporating creative projects into counseling versus practicing art therapy
- Learn how to appropriately incorporate creative projects into counseling groups in order to

spark discussion and to further the group process

Carrie M. Price, LPCC-S: Counselor, Portage Path Behavioral Health; Doctoral Candidate, Kent State University

Yvette R. ("Roxi") Tolbert, LPCC-S, ATR-BC, NCC, ATCS, ACS: Doctoral Candidate and Adjunct Instructor, Kent State University

Melissa Khoury, LPCC: Intake Therapist, Portage Path Behavioral Health

51

Exploring the Intersections Between Youth and Adolescent Mental Health Diagnoses and Challenging Behavior*1.5 CE clock hours*

During this interactive presentation, attendees will gain valuable tools and skills related to diagnosis and treatment of youth and adolescents with co-occurring mental health diagnoses, such as post-traumatic stress disorder (PTSD) and attention deficit hyperactivity disorder (ADHD). Effective strategies will be explored, including identifying the function of challenging behavior, cognitive behavioral therapy tools, and social and emotional regulation tools. The presenters will share their own experiences and collaborate with the audience in an interactive case study presentation.

Participants will:

- Learn to identify the functions of behavior
- Learn to identify complexities and effective treatment tools related to treating individuals with co-occurring mental health diagnoses
- Gain a better understanding of alternative possible functions of behavior

Rebecca Szanto, LPC: Outpatient Counselor, Nemeth Counseling LLC

Dru Perren, LPCC-S: Outpatient Therapist and Supervisor, Homes for Kids: Child and Family Solutions

52

*1.5 CE clock hours; 1.5 Supervision CE clock hours***Positive Psychology Meets Clinical Supervision: A Strengths-Based Focus on Supervision**

Positive psychology examines the mental health, as well as the emotional and behavioral well-being of individuals. For example, incorporating a strengths-based approach to clinical supervision may enhance a supervisee's overall self-awareness. Research within the counseling field continues to demonstrate the positive

effects of enhanced supervisee personal growth, development, and awareness of clinical counseling competence. This presentation will focus on the role that positive psychology plays within clinical supervision; best practices to incorporate more strengths-based tools within clinical supervision; and case studies on how to integrate a strengths-based, mindful approach to supervision.

Participants will:

- Gain an awareness and understanding of positive psychology as it relates to clinical supervision in enhancing a supervisee's clinical strengths
- Discuss best practices around becoming competent in identifying a supervisee's strengths within the supervisory process
- Process and discuss several case studies
- Learn hands-on strategies for supervisors, supervisees, students, counselors, and counselor educators in integrating a strengths-based focus of supervision

Kevin Feisthamel, PhD, LPCC-S: Director of Health, Counseling, and Psychological Services, Hiram College

Kara Kaelber, PhD, LPCC-S: Professor, Malone University

53

Ethical Dilemmas in College Counseling: What's A Clinician to Do?*1.5 CE clock hours; 1.5 Ethics CE clock hours*

The escalation of mental health issues on college campuses has diversified the role of college counselors. Ethical clinical decision making by college counselors is impacted by institutional policies and procedures, FERPA, HIPAA, and the availability of resources. Ethical dilemmas may occur around suicidality, dysregulated students, confidentiality, mandatory reporting, or a counselor's role regarding Title IX issues. This session will help counselors navigate through the sea of ethical decision-making considerations present in higher education.

Participants will:

- Be able to identify unique aspects and components of ethical dilemmas in college counseling, including legal issues, and navigate the multiple roles a clinician has in a college counseling setting
- Be able to identify specific types of common or frequent ethical dilemmas that can present in college counseling; learn from the real-life experiences of presenters working in a college setting
- Learn about "The Life of an Ethical Case" for the step-by-step practical application of ethical

decision-making skills for consideration in college counseling settings; participate in an open discussion

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

Michael S. Lewis, LPCC-S: Director, Counseling Services, Ohio Dominican University

Emily L. Ribnik, LPCC-S: Clinical Counselor, Kent State University at Stark

54

Effective Treatment Planning: Matching Expectations to the Stage of Change

1.5 CE clock hours

Writing a quality treatment plan that is well-matched to the client's ability to change is crucial to successful treatment outcomes. This workshop will focus on the steps to designing treatment plans that effectively implement the Stages of Change model in the planning process, thereby enhancing treatment success and client buy-in. Participants will gain practical strategies to improve their documentation skills.

Participants will:

- Understand the impact of the client's stage of change on treatment outcomes; differentiate between discovery stages (pre-contemplation and contemplation) and recovery stages (preparation, action, maintenance, and relapse); develop attainable outcomes
- Utilize the Stages of Change model to determine the appropriate treatment approach, including the development of measurable objectives and interventions based on the identified stage of change and attainment of authentic client commitment to treatment
- Challenge the difference between what the client can reasonably attain versus what the counselor expects to accomplish

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

55

Clinical Techniques for Managing Suicidal Clients

1.5 CE clock hours

This session will provide counselors of all skill and experience levels, in all types of settings, with concrete information on suicide risk assessment and intervention. Participants will be given resources to conduct culturally and

developmentally appropriate risk assessments as well as intervention guidelines for treatment and specific strategies and approaches for working with suicidal clients. The presentation is grounded in research, but it is intended to be highly practical. Participants will walk away with a clear understanding of how to work with suicidal clients in a variety of practice settings.

Participants will:

- Review the basics of suicide risk assessment, including overarching strategies for risk assessment, the American Association of Suicidology standards of care for risk assessment, the American Psychiatric Association risk assessment model, and specific strategies to help elicit level of risk
- Review the basics of intervention strategies for suicidal individuals, including the 7-step model for suicide intervention that has been published by the authors, methods to uncover underlying themes in suicide risk, construction of individualized safety plans, specific methods to help instill hope, the use of solution-focused questioning to generate alternatives, and strategies for using a support system to assist with safety
- Consider applications of the assessment and intervention strategies to their own clients and settings

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

Paul F. Granello, LPCC-S: Associate Professor, The Ohio State University

Friday 10:30 AM - 12:00 PM

56

Grit: The Great Equalizer—A Schoolwide Character Education Program

This energetic and interactive presentation will begin by looking at the needs of today's learners with a brief overview of the research driving our desire to foster grit and a growth mindset in students. The presenters will share their multi-grade and building-wide approach to developing grit characteristics, leadership skills, and building cohesion. Attendees will have access to activity, book, and video clip ideas to take back to their schools. Please bring questions and get ready to lead others in building grit and a growth mindset!

Participants will:

- Identify why building grit in students is important for their current and future success, both academically and throughout life
- Look at the grit, growth mindset, and neuroplasticity research driving our desire for

change and need for grit and growth mindset development

- Hear real-world examples of how to build grit, foster a growth mindset, develop leadership skills in students, and create a positive climate and sense of community in schools

Teresa L. Phillips-Harris, LPSC: Elementary School Counselor, Oakwood City Schools

Shawn Fry: Third Grade Teacher, Oakwood City Schools

Heather Jacobs: Third Grade Teacher, Oakwood City Schools

Macy Johnson: Elementary School Counseling Intern, Oakwood City Schools; Graduate Student, Wright State University

57

Supporting Grieving Students: Strategies to Foster Resiliency in Students and Create Grief-Sensitive Schools

Approximately 1 in 20 students will lose a parent by age 16, and 9 in 10 children will experience a significant loss by the time they complete high school. The American Federation of Teachers has designed this training to educate school personnel on how to support grieving students. This session will highlight the best research-based interpersonal and institutional grief practices and provide strategies for creating grief-sensitive schools. It will also include video clips, role-plays, and handouts as well as pamphlets to share with staff and parents.

Participants will:

- Increase their comfort, competence, and efficacy in working with grieving students and help educators within their districts do the same
- Learn the best interpersonal practices and strategies for supporting grieving students and share this information with educators within their districts

Julie Ford Taylor, LPSC: School Counselor, Oregon City Schools

58

Moving "Update Crisis Recovery Plan" Off Your To-Do List

It has been on your "to-do list" forever—"review and update the crisis recovery plan." Attend this session to finally get a jump-start on that task. Together, we will look at the necessary components of a crisis recovery plan and share ideas and suggestions with one another about what works or doesn't work when responding to a crisis. Bring a copy of your current crisis plan to review and

develop concrete steps for revision.

Participants will:

- Have the opportunity to review their current crisis recovery plan and identify areas where updates are needed
- Share information and ideas with other attendees for what has worked or what has needed improvement in their crisis recovery plans based upon their experiences responding to past crises

Brianna Abbott, LPSC: School Counselor, Worthington Schools

59

A 12-Step Plan for Building Engaging Student Pathways

Maya Angelou said, "Success is liking yourself, liking what you do, and liking how you do it." All students deserve the opportunity to create their own pathways, about which they feel passionate. Engaging career pathways make it easier for students to connect career interests with the knowledge and skills linked to specific industry sectors. This interactive session offers two examples of 12-Step Career Pathway Guides that help students determine the best-fit pathway for their careers.

Participants will:

- Help students determine their appropriate and best-fit pathways, using the Student Pathway Guides
- Provide work-based learning plans and workforce information to students
- Attain feedback from students/counselors on best practices in pathway implementation

Pamela Noeth, PhD: Principal, Bellefontaine City Schools; Director, Battelle for Kids

Megan Payne: Marketing and Communications Director, Battelle for Kids

60

Challenging Students to Own Their Future: Preparing for PSAT Results

PSAT data will be released soon. Did you know that, as of last year, scores are now delivered online to both educators and students? Participants will learn how to access this data and how to run various reports that are geared toward their work with students. Additionally, participants will learn about all of the resources that are available to conduct student and parent presentations along with information on how students can connect their PSAT

results to Khan Academy to develop a free personalized practice plan.

Participants will:

- Learn about the resources available for students and families that are associated with the PSAT 8/9, PSAT NMSQT, and SAT
- Hear best practices for unpacking PSAT data and how to maximize student resources such as Khan Academy
- Learn about the interactive online K-12 assessment reporting system that was released last school year

Joel Gulko: Senior Director, College Board

61

Speak Up, Speak Out, Take Action: How School Counselors Can Advocate for LGBTQ Students

LGBTQ students are often bound by silence, unable to utilize their voice to speak up and speak out regarding the injustices they encounter. As a leader and advocate, school counselors can serve as a catalyst to facilitate positive change in the school environment by implementing creative modalities for LGBTQ students to be empowered and feel supported. This presentation will provide leadership and advocacy initiatives, as well as ideas for fostering collaborative relationships with community and school personnel to address the needs of LGBTQ students comprehensively.

Participants will:

- Gain an understanding of the importance of the school counselor's role as a leader and an advocate
- Become familiar with barriers and challenges that hinder the learning of LGBTQ students and compromise their learning environment
- Learn about effective methods that can be used to assist in the creation of a safe, inclusive, and supportive learning environment for LGBTQ students

Kendra L. Jackson, LPSC, LPC: Doctoral Candidate, Ohio University

62

Distinguishing the Non-Addicted Social User of Mood-Altering Chemicals from Persons in the Initial Stage of Addiction

1.5 CE clock hours

This workshop will review an operational definition of addiction that allows for

distinguishing non-addicted social use of mood-altering chemicals from the patterns of using experienced in the initial stage of addiction. This is a particularly critical issue in our society because, to the casual observer, the non-addict and addict in the first phase of a substance use disorder can appear identical. The specific characteristics, behaviors, and attitudes identifying each will be compared. Attention will be paid to the implications for assessment and treatment as well as some differences in populations, such as adolescents.

Participants will:

- Be able to integrate their experience and learning to describe in detail an operational definition of substance use disorder that allows for the clear distinction between a non-addicted social user of mood-altering chemicals from a person in the early stage of a substance use disorder
- Be able to develop creative strategies and interview techniques to identify and diagnose persons in the early stage of a substance use disorder, distinct from non-addicted social users
- Be able to recommend appropriate evidence-based practices for meeting the needs of both adults and adolescents in the initial stage of addiction as well as non-addicted social users

Bradford H. Price, PhD, LPC, LICDC-CS: Fully Affiliated Associate Professor of Pastoral Care and Counseling, Methodist Theological School in Ohio; Therapist, Townhall II, Copley Counseling Centre

Julie Curtis, LPCC-S, LICDC: Substance Abuse Counselor, Townhall II

63

Cutting, the Evolution of Self-Injury, and How to Help

1.5 CE clock hours

With cutting behaviors on the rise, mental health counselors and school counselors need better understanding to provide appropriate support. To promote this understanding, this session will explain the history and theories behind cutting. In addition, it will provide participants with a real-world framework and overview of the tools needed to treat patients with cutting behaviors.

Participants will:

- Hear a background on the known history of cutting, its emergence into mainstream society, and an overview of the various theories of cutting
- Understand how the theories come together and correlate to clients in the real world

- Understand that cutting is not rooted in a single source; it is often the symptom of a larger problem
- Gain a clear understanding of the current best practices and build a knowledge base of the framework and tools needed to treat patients that are involved in cutting behaviors

Derek J. Lee, MRC, CRC, LPCC-S, CBTC, LPCC-S: Clinical Director, Perrysburg Counseling Services, LLC

64

Motivational Interviewing in Counseling Supervision

1.5 CE clock hours; 1.5 Supervision CE clock hours

Motivational interviewing (MI) is a person-centered and directive form of communication intended to elicit and strengthen motivation toward positive change. Its empirical base and versatility lend well to counseling supervision, offering structure and direction, and promoting collaboration, skill development, and self-assessment. This presentation will describe the MI supervisory style for teaching and reinforcing fundamental skills, enhancing client case conceptualization, fostering supervisee (and supervisor) self-efficacy and humility, and facilitating supervisee evaluation. Two audio segments (and accompanying transcripts) of supervision exchanges will be played to illustrate the MI facilitative style. Participants will be (re)introduced to the Motivational Interviewing Treatment Integrity (MITI) coding manual and how the MITI can be used by supervisors to evaluate supervisee skills. Presenters will demonstrate a method for providing supervisees feedback using the MITI. Participants will have the opportunity to apply MI-consistent skills to a written supervision example and receive immediate feedback from fellow participants and presenters.

Participants will:

- Be able to identify at least three practices consistent with the style of motivational interviewing (MI) and identify at least four benefits of applying an MI style in their supervision of counselors and counseling students
- Recognize at least three examples of an MI-consistent supervisory style from listening to two brief audio segments of supervision exchanges
- Demonstrate at least one MI-consistent behavior applied to a written supervision example and receive immediate feedback on their demonstration

Cynthia Osborn, LPCC-S, LICDC: Professor, Kent State University

Victoria Giegerich, LPC: Doctoral Student and Graduate Assistant, Kent State University

65

Strategies in Facilitating Gender Transition in Transgender and Gender Nonconforming Youth

1.5 CE clock hours

More and more transgender and gender nonconforming youth pursue gender transition, yet little is known about how counselors can support them. To promote effective and affirmative practice, the presenter will provide an overview of mental health concerns of transgender and gender nonconforming youth during gender transition discuss assessment strategies (e.g., clinical interview and psychological evaluation), and introduce treatment strategies (e.g., counseling and parent consultation) of gender dysphoria in children and adolescents.

Participants will:

- Become familiar with the mental health concerns of transgender and gender nonconforming youth during gender transition
- Discuss assessment strategies of gender dysphoria in children and adolescents including clinical interview and psychological evaluation
- Identify treatment strategies including counseling and psychotherapeutic interventions in facilitating gender transition in transgender and gender nonconforming youth

Varunee Faii Sangganjanavanich, LPCC-S: Associate Professor, The University of Akron

66

Managing the Trauma Responses of Infidelity

1.5 CE clock hours

Counselors providing treatment for infidelity find it helpful to have an approach and specific interventions to manage the trauma responses resulting from infidelity. Intrusive thinking, distressing memories, hypervigilance, insomnia, emotional numbing, and flashbacks can be successfully managed using a trauma-focused approach that is systemically oriented. Join this workshop to learn how couples respond to the disclosure or discovery of infidelity, how to assess the trauma responses with a screening tool developed by the presenter, and how to use a trauma-focused approach that offers a systemic intervention.

Participants will:

- Understand how the trauma responses are expressed by the hurt partner after the discovery of infidelity
- Learn trauma-informed techniques to provide early crisis intervention that directly impacts trauma symptoms of the hurt partner

- Learn and practice an assessment tool developed by the presenter that measures levels of trauma response

Butch Losey, EdD, LPCC-S: Assistant Professor, Xavier University

Ashley Young, LPC: Counselor, Waybridge Counseling

67

Trauma-Sensitive Interventions with Sex Trafficking Survivors

1.5 CE clock hours

Modern-day slavery still exists on state, national, and global levels. Today, human sex trafficking occurs at a rate that is 10 times greater than the trans-Atlantic slave trade in the 19th century. This powerful presentation provides valuable information regarding the history, definition, and prevalence of human sex trafficking within Ohio and the United States. Attendees will learn trauma-informed practices and participate in active discussions on case studies of sex-trafficked clients. Resources will be provided.

Participants will:

- Develop a deeper understanding of the rate and prevalence of human sex trafficking on state, national, and global levels
- Learn to identify signs of a sex-trafficked client
- Learn and discuss the clinical implications of working with survivors of human sex trafficking
- Process and discuss case studies of sex-trafficked clients to develop a stronger conceptualization of how to implement evidence-based treatment with this complex population

Stacey Diane A. Litam, LPC: Doctoral Student, Kent State University; Mental Health Counselor, Moore Counseling & Mediation Services, Inc.

Martina Moore, PhD, LPC, LICDC-CS: President CEO, Moore Counseling & Mediation Services, Inc.; Visiting Faculty, John Carroll University



LUNCH & LEARN

Friday, November 4, 2016 | 12:15 - 1:15 PM

TICKETED EVENT \$80, INCLUDES BOX LUNCH

68**What Is Going On with Girls and How Can We Help Them?**

This session will provide participants with relevant research coupled with a candid and revealing look into the lives of girls today. Designed to stimulate thinking, encourage discussion, and question engrained beliefs about girls' capabilities, this session will challenge the way that we approach educating, counseling, and building relationships with girls. The presenter will share her research with more than 5,000 girls and describe interventions that build self-esteem and self-concept in girls. Participants will learn innovative strategies and hear real-life anecdotes that address the challenges to working effectively with girls.

Participants will:

- Hear recent and relevant research on the critical issues impacting girls; learn about the top issues and concerns of girls as well as what girls want and need from the adults in their lives
- Understand that girls' lives are difficult and that we, as adults, may not understand the intensity of their emotions and experiences; learn strategies to understand the lived reality of girls and develop skills to communicate with and support girls
- Identify the challenging situations and relationships that girls have to negotiate and provide opportunities for girls to develop the skills and competencies to deal with these situations effectively

Lisa Hinkelman, PhD, LPC: Founder and Executive Director, Ruling Our eXperiences, Inc. (ROX)

69**Motivation While Mandated: Advanced MI Techniques for Resistant Clients***1 CE clock hour*

Mandated clients present a unique challenge in a clinical practice. The utilization and application of motivational interviewing (MI) can be an invaluable tool. Through clinical texts and research, the presenters will assist attendees in learning MI strategies and interventions to specifically target and overcome resistance in mandated youth, adolescents, and adult clients in a series of treatment environments including schools, group facilities, and jail. Attendees will be given the opportunity to learn and practice intermediate and advanced techniques for use with their clients.

Participants will:

- Increase their knowledge and skills to effectively use the "spirit" of motivational interviewing (MI) along with intermediate and advanced techniques for use with youth, adolescents, and adult clients who have been mandated to engage in treatment
- Increase the ability to use MI appropriately with a variety of clients showing resistance toward engaging in counseling in any environment
- Increase the utilization of MI skills and engage in more advanced MI skills during an interactive breakout portion with role-plays and videos; skills will be focused on real-world application in clinical practice.

Jim Hyland, LPC: Therapist and School Liaison, The Village Network

Nicole Hyland, LPC: Lead Clinical Therapist, The Village Network

Chelsea Guerrieri, CT: Counselor, Student, Youngstown State University

70**Responding to Contemporary Ethics Issues Facing Counselors in Pastoral or Religiously-Oriented Settings***1 CE clock hour; 1 Ethics CE clock hour*

Counselors who work in pastoral and religiously-based settings face special ethical concerns related to the environment in which they work and the dual identities they may espouse as clinicians and ministers. Because of their values orientation, they also may face unique ethical dilemmas related to treating clients in diverse groups, including those of differing sexual orientations. This workshop aims to identify and explore these common ethical issues, including boundary dilemmas, professional role ambiguity, and limited availability for consultation and supervision. The workshop will also address contemporary ethical issues that can arise when working with clients whose treatment goals pose a values dilemma for the counselor. A primary goal of this session is to generate discussion and reflection. Attendees will be encouraged to share their own experiences and questions related to topics of concern. The presenters will facilitate the discussion, as well as offer principles from peer-reviewed literature and reflections from their own professional experience in pastoral settings that can ground the ethical decision-making process. Practice recommendations that can be applied to a variety of ethical quandaries will be provided.

Participants will:

- Learn to identify common and contemporary ethical concerns for counselors who practice in pastoral or religiously-oriented settings
- Understand ethical principles that inform decision making related to common and contemporary dilemmas faced by clinicians working in pastoral or religiously-based settings
- Hear recommendations for resolving ethical dilemmas that are informed by peer-reviewed literature and consistent with the counseling profession

Christin Jungers, LPCC-S: Professor and Chair, Counseling, Psychology, and Special Education Department, Franciscan University of Steubenville

Jocelyn Gregoire, CSSp, EdD, LPC: Assistant Professor, Counseling Department, Duquesne University

GENERAL SESSION

Thursday, November 3, 2016 | 1:30 PM - 3:00 PM

71 Opioid Use in Ohio: From the Streets, to the Home, to the Classroom

1.5 CE clock hours



Andrea K. Boxill:
Deputy Director,
Ohio Department of
Mental Health and
Addiction Services;
Deputy Director,
Governor's Cabinet Opiate
Action Team

This session will highlight the widespread opioid epidemic in the state of Ohio and describe how various state agencies have responded, including the Ohio Department of Education, the Ohio Department of Health, and the Ohio Department of Mental Health and Addiction Services. The presenter will discuss the diseases of addiction and its progression from childhood to adolescence to adulthood. There will be particular attention paid to the connection between trauma and addiction, as well as how the disease impacts both the individual and family. Counselors will learn about effective resources to use in clinical and school settings to assist those suffering from opioid addiction.

Participants will:

- Increase their understanding of the disease of addiction
- Gain knowledge of how trauma impacts addiction
- Learn about the signs and symptoms that children may exhibit that are in direct correlation to their parent's addiction

- Identify resources within the community to support those who are impacted by the opioid epidemic

Andrea K. Boxill, who joined the Ohio Department of Mental Health and Addiction Services in the summer of 2014, has been at the forefront of Ohio's efforts to fight opiate addiction. She has a wealth of experience, previously serving for more than a decade as administrator of Franklin County Municipal Court's specialty docket programs and as the Franklin County Alcohol, Drug Addiction, and Mental Health Services Board Mental Health Court coordinator. Boxill holds a master's degree in Counseling from the Methodist Theological School and has significant experience in implementing mental health and addiction groups for both adults and adolescents, as well as extensive training in trauma-informed care and human trafficking.

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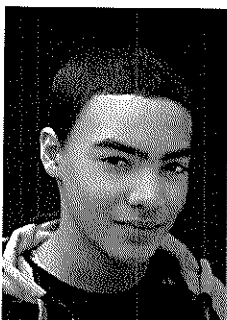
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PLEASE INDICATE
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CHECK TYPE OF MEMBERSHIP:

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| <input type="checkbox"/> PROFESSIONAL | \$50 | <input type="checkbox"/> STUDENT (SEE BELOW) | \$20 |
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Ohio Counseling Association

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Membership Status: New Renewal

Chapters (please select one):

- COCA - Central Ohio Counseling Assn.
- EOCA - Eastern Ohio Counseling Assn.
- GCCA - Greater Cincinnati Counseling Assn.
- MVCA - Miami Valley Counseling Assn.
- NCOCA - North Central Ohio Counseling Assn.
- NWOCA - Northwest Ohio Counseling Assn.
- SEOCA - Southeast Ohio Counseling Assn.

Chapter Membership is awarded to OCA members at no additional charge. You must join OCA to join any chapter or OACES, OASERVIC, ALGBTICO, OCCA.

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 - Student/Retired \$10
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 - Professional \$15
 - Student/Retired \$7.50
- OMHCA - Ohio Mental Health Counselors Association
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- OCDA - Ohio Career Development Association
 - Professional \$25
 - Student/Retired \$15
- OSCA - Ohio School Counselor Association
 - Professional \$50
 - Student/Retired \$20
- OASERVIC - Ohio Assn. for Spiritual, Ethical, & Religious Values in Counseling
 - Professional \$10
 - Student/Retired \$5
- ALGBTICO - Assn. for Lesbian, Gay, Bisexual, & Transgender Issues in Counseling in Ohio
 - Professional \$10
 - Student/Retired \$5
- OCCA - Ohio College Counseling Association
 - Professional \$20
 - Student/Retired \$10
- OASGW - Ohio Association for Specialists in Group Work
 - Professional \$15
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- Retired \$40.00
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Expected Graduation: _____

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REGISTRATION

To register for the conference, visit www.allohiocc.org and select "Registration" under the Attend menu option. **Deadline for advance registration: October 28, 2016**

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

Cancellation is accepted until October 28, 2016, with a \$50 cancellation fee; cancellations after October 28, 2016, are nonrefundable. Registration may not be transferred.

Registration payment is accepted in the following ways:

- Credit Card (Visa, Mastercard, and American Express)
- PayPal
- Personal Check

2016 AOCC REGISTRATION RATES			
PRE-CONFERENCE RATES	Member Rate	Nonmember Rate	
All Day Pre-Conference Sessions 10:00 am - 5:30 pm (includes box lunch)	\$125	\$175	
Evening Pre-Conference Sessions 7:00 pm - 9:00 pm	\$75	\$125	
CONFERENCE RATES	Member Rate	Nonmember Rate	Student & Retired Rate
Full Conference Registration (both days)	\$150	\$225	\$100
Thursday Only	\$110	\$175	\$60
Friday Only	\$110	\$175	\$60

HOTEL INFORMATION

To secure accommodations, visit www.allohiocc.org and select "Hotel Accommodations" under the Attend Menu option, or make your reservation by phone as outlined below.

NEW Cancellation Policy: If reservation is cancelled within 2 weeks of the expected arrival date, the guest will be charged for 1 night's stay (including tax) to the card on file.

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Holiday Inn <i>Complimentary shuttle provided to Easton</i>	\$155 King \$145 2 Queens	614-476-1100	AOC	October 3, 2016



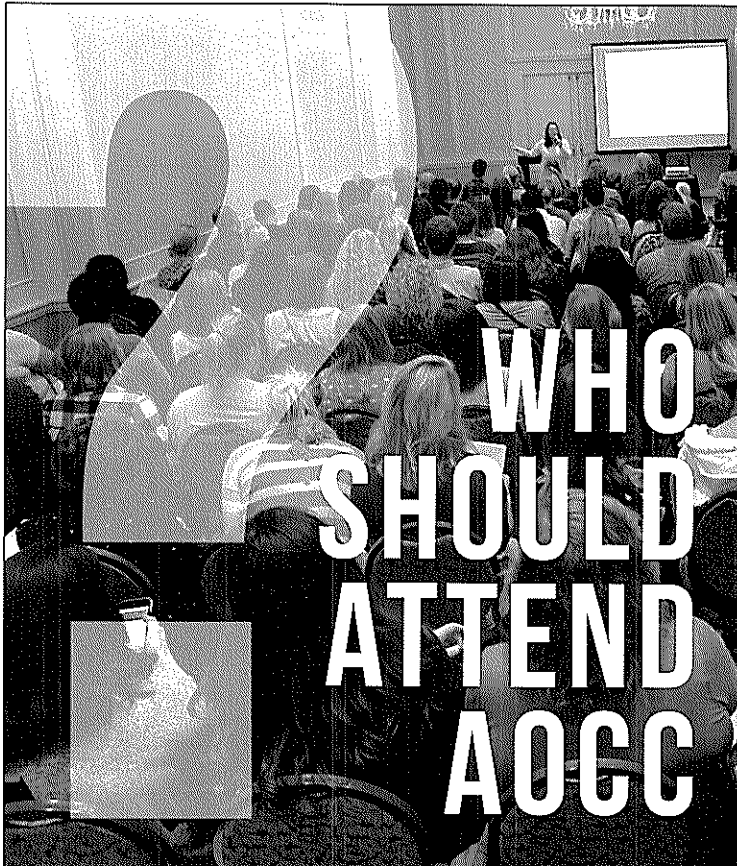
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