

# ALL OHIO COUNSELORS CONFERENCE

## "Strengthening Our Skills-Building Our Profession"

### OCA and OSCA invite you to join us in Columbus!

We invite you to join professional counselors from across the state of Ohio for the 26th annual All Ohio Counselor Conference (AOCC). This conference continues to be one of the premier state counseling conferences and serves as a unique venue to bring together counseling professionals. As counselors, we share a common professional identity and set of skills. This allows us to draw upon our common research/ knowledge base, drives us to work together to advocate for the counseling profession in Ohio, and empowers us to make a difference in the lives of our clients and students to better serve our community.

As reflected in our theme "Strengthening Our Skills - Building Our Profession", you will find a diverse range of advanced and introductory workshops appropriate for counselors that work in school, clinical/community, college, addictions, rehabilitation, private practice and other settings. You will have the opportunity to attend pre-conferences delivered by counseling experts, a memorable AOCC welcome reception, featuring the Rick Brunetto Big Band, a showcase of counselor

education doctoral programs and poster presentations, an awards luncheon recognizing outstanding counselors in Ohio, keynoted by Dr. Tom Davis, and have multiple opportunities to connect with friends and colleagues.



Susie Boggs  
President, Ohio School Counselor Association  
School Counselor, Tolles Career & Tech Center

Jake J. Protivnak  
President, Ohio Counseling Association  
Assistant Professor, Youngstown State University

The AOCC will conclude with an inspirational keynote speech by Laurie Young, Laughter Works, which will focus on helping counselors juggle multiple roles, relationships, and responsibilities. By Friday afternoon, you will have had the opportunity to select from over 125 professional development sessions, earned 20 hours of continuing education, and will have a renewed sense of confidence in your work as a counselor

Take advantage of this excellent opportunity to experience high quality professional development, and engage in great shopping and dining at Easton. On behalf of the Ohio Counseling Association and Ohio School Counselor Association, we look forward to seeing in Columbus on November 4-6, 2009.

## Conference Agenda

### Wednesday, November 4

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

### Thursday, November 5

8:00 a.m. - 6:00 p.m.	Exhibits Open	Foyer Area
8:00 a.m. - 10:30 a.m.	Complimentary Coffee	Easton Foyer
9:00 a.m. - 10:00 a.m.	Workshops	Various Rooms
10:20 a.m. - 11:50 a.m.	Workshops	Various Rooms
12:00 noon - 2:00 p.m.	Luncheon, Speaker, Awards	Easton A
2:15 p.m. - 3:15 p.m.	Workshops	Various Rooms
3:15 p.m. - 3:30 p.m.	Break	Various Rooms
3:35 p.m. - 4:35 p.m.	Workshops	Various Rooms
4:50 p.m. - 5:50 p.m.	Workshops	Various Rooms
5:50 p.m. - 8:00 p.m.	Welcome Reception	Easton A & B
6:00 p.m. - 7:00 p.m.	Poster Sessions/Doctoral Programs	Easton A & B

### Friday, November 6

8:00 a.m. - 12 noon	Exhibits Open	Foyer Area
8:30 a.m. - 9:30 a.m.	Workshops	Various Rooms
9:50 a.m. - 11:20 a.m.	Workshops	Various Rooms
11:35 a.m. - 12:35 p.m.	Workshops / Lunch on Your own	Various Rooms
12:50 p.m. - 1:50 p.m.	Workshops	Various Rooms
2:05 p.m. - 3:35 p.m.	Closing/Keynote Session	Easton A & B

## Attention: CEU Change

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

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

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

## Attention School Counselors: Update your IPDP now!

Once again, the planners of the AOCC are partnering with Lindenwood University (St. Charles, Missouri) and have arranged for 1 hour of graduate credit to be offered in conjunction with the conference. Don't miss this opportunity to earn graduate credit for just an additional \$60. Contact your LPDC for your district's licensure renewal procedures prior to the AOCC and then visit the OSCA booth Thursday morning (7:30-9:30 AM) or Friday morning (7:30-9:30 AM) to register with Lindenwood University.

If you have any questions, please contact Ms. Shannon Vines at 636-949-4612 or [svines@lindenwood.edu](mailto:svines@lindenwood.edu)

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

# All Day Pre-Conferences

Wednesday, November 4

10:00 a.m. – 5:30 p.m.

## A1. (CEU) "Creative Interventions for Addressing Non-Suicidal Self-Injury"

**Victoria Kress, Ph.D., PCC-S**  
Professor, Youngstown State University

**Rachel Hoffman, Ph.D., PCC**  
Program Director, Meridian Services

This workshop will address ways that school and clinical mental health counselors can use creative interventions when counseling clients/students who self-injure. Expressive arts activities that generalize to clients at various developmental levels and in varied settings will be addressed. The use of creative interventions in enhancing students/clients desire to stop self-injuring will also be explored. The use of letter writing, music and movies, drawing, collages, and painting, are just a few of the interventions that will be explored. The workshop will be partially interactive and participants will engage in different expressive arts activities.

### Participants will:

- Develop their understanding of who self-injures and why;
- Identify ways they can enhance students'/clients' motivation to cease self-injuring;
- Identify numerous creative counseling interventions that can be used in counseling those who self-injure.

Victoria E. Kress, Ph.D., is a professor in the counseling program at Youngstown State University, and is the director of the university's Community Counseling Clinic. She is an Ohio licensed professional clinical counselor, and has over 15 years of clinical experience working in various settings such as community mental health centers, hospitals, residential treatment facilities, private practice, and college counseling centers.

Rachel Hoffman, Ph.D., earned her doctorate degree in counseling at Kent State University. She is an Ohio licensed professional clinical counselor and a nationally certified counselor. Currently, she works as the Program Director of the Donofrio Women's Recovery Center, a 90-day residential program for chemically-dependent women. She also works an adjunct faculty member in the department of Counseling and Special Education at YSU.



## A3. (CEU) "Welcome to the Matrix. Psychotropic Medications: Dreamworld and Reality"

**Elliott Ingersoll, Ph.D.**  
Professor, Cleveland State University

This program will provide an overview of psychotropic medications including typical classes, and how they are *believed* to work in treating various symptoms. More importantly this presentation will help attendees think critically about psychotropic medications by illustrating how increased prescription of such medications is more related to marketing and profit than evidence of efficacy. Particularly with regard to children, very few psychotropic medications are FDA approved and counselors will be coached on how to advocate for families with children in treatment.

### Participants will:

- Understand the general classes of psychotropic medication;
- Understand the marketing tools used to promote increased prescription of psychotropic medication;
- Understand three primary mechanisms of advocacy that counselors can exercise with regard to children being considered for medication;
- Learn three key questions to ask to think critically about cultural and social issues stemming from the power of the pharmaceutical industry;
- Understand how to be a good "information broker" while remaining within ethical boundaries when discussing medication with clients or family members of clients.

Elliott Ingersoll ([www.elliottingersoll.com](http://www.elliottingersoll.com)) is a licensed clinical counselor, psychologist and life coach in Ohio. He is professor of Counseling at Cleveland State University where he worked for 7 years as department chairperson for Counseling, School Leadership & Adult Learning. He works with Integral Institute in the Integral Psychotherapy program and was co-director of the Integral Psychology Center with Susanne Cook-Greuter at Integral University. He is among the first SCTi-MAP scorers certified by Dr. Cook-Greuter in the United States.



## A4. (CEU) "American Red Cross: Foundations of Disaster Mental Health"

**Marjorie Bagwell Kukor, Ph.D.**  
Disaster Mental Health Manager  
American Red Cross

The purpose of the ARC Foundations of Disaster Mental Health training is to prepare licensed mental health professionals to provide for and respond to the psychological needs of people across the continuum of disaster preparedness, response and recovery. It will allow them to volunteer at their local chapter and on national disaster relief operations. Specifically, this course describes the Red Cross response, addresses the various psychological interventions used by Red Cross disaster mental health workers, discusses the legal and ethical issues that arise for mental health workers within a disaster setting and identifies organizational stress management issues. This course will prepare disaster mental health volunteers to be more efficient and successful in benefiting those they serve.

Marjorie Bagwell Kukor, Ph.D., is a Disaster Mental Health Manager for the American Red Cross. She participates in local response efforts as well as national ones. Additionally, she works on various projects for the National ARC; she chairs their Eligibility Committee that recently revised criteria to include school counselors and school psychologists. Professionally, Dr. Kukor is a licensed psychologist (OH and MO) with both teaching and clinical experience. She has a small practice for therapy and consultation, is a member of the Community Crisis Response Team for Netcare Access, and teaches at several local colleges. She has been in the field for over 20 years, and in the field of trauma and disaster for over 10 years.



## A2. (CEU) "Data: A Tool for Systemic Change"

**Anita Young, Ph.D.**  
School Counselor Administrator

**Carol Kaffenberger, Ph.D.**  
Associate Professor  
George Mason University

Do you understand the basic fundamentals of using data but want to increase your depth of knowledge? Using data as an accountability tool can be a catalyst for systemic change. Addressing the hard issues means examining existing and new data. The presenters will work through the newly revised "Making Data Work" publication to help you analyze data samples. Participants will have the opportunity to purchase this publication at a special conference rate of \$10.00.

Anita Young, Ph.D., has extensive experience in the school counseling profession. She is currently a district school counselor administrator responsible for planning, coordinating and facilitating professional development training for secondary school counselors. Previously, she served as a director of student services, school counselor and teacher committed to working with students from diverse populations. Young is also a consultant for the Education Trust National Center for Transforming School Counseling and the American School Counselor Association. She has held various



leadership positions in the Virginia School Counselor Association and was awarded the American School Counselor Association School Counseling Director/Coordinator of the Year for 2008.

Carol Kaffenberger, Ph.D. is currently an associate professor in the counseling and development program at George Mason University, Fairfax, Va. She teaches counselor preparation courses and supervises school counseling interns. She was an elementary school counselor for 11 years.

Kaffenberger is a consultant for the Education Trust National Center for Transforming School Counseling; serves on district, state and national school counseling committees; and provides training for practicing school counselors nationally. She is the first person to hold the American School Counselor Association Governing Board position of counselor educator vice president and is currently serving a three-year term.

## Half Day Pre-Conference

Wednesday, November 4

1:00 p.m. – 5:30 p.m.

## A5. (W) "Using Student Planning to Empower Every Child"

**Patricia Nailor, Ed.D.**  
President  
American School Counselor Association

This session explores the use of Individual Learning Plans as a tool for supporting students. Planning is a lifelong skill required for personal growth and future success. It is our responsibility to contribute to students' success by helping them focus on their own futures, establish and pursue goals, reflect on their progress and demonstrate that they are proficient planners.



Patricia serves as an Adjunct Instructor at Providence College, Providence RI, in the Graduate Program in Counselor Education.

During her career, Patricia has been an elementary and middle school teacher and a school counselor at each level. She retired from the Providence (RI) Public Schools as Director of School Counselors (K-12). Currently she consults with school districts in the development and implementation of school counseling programs.

Patricia has served as President and Professional Development Chair of Rhode Island School Counselor Association and is currently a member.

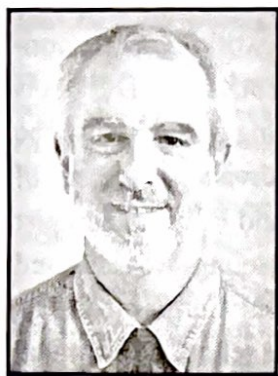
She served on the ASCA Governing Board as the Vice President of the North Atlantic Region, and, as of October 1st, is ASCA's President.



# Evening Pre-Conferences

Wednesday, November 4

7:00 p.m. – 9:00 p.m.



## E1. (CEU) "Treating the Dual Diagnosed Client"

Nick J. Piazza, Ph.D., PCC-S  
Professor, University of Toledo

This workshop is designed to assist entry and intermediate level counselors in developing the knowledge base necessary for working with clients who are diagnosed with both a mental and a substance use disorder. The presenter will define dual diagnosis and review the challenges to differential diagnosis. Screening for and assessing substance use disorders as well as motivational interviewing techniques will be discussed. Finally, the presenter will cover the

principles of effective treatment and application of the transtheoretical model of treatment for substance use disorders. Emphasis will be on incorporating and integrating this information into the counselor's current approach to counseling.

Dr. Piazza joined the faculty at The University of Toledo in 1986 and is a Professor in and former chair of the Department of Counselor Education & School Psychology in the College of Health Science and Human Service. He has worked in the mental health and substance abuse fields since 1975, and holds national certification as a Clinical Mental Health Counselor and as a Master Addictions Counselor through the National Board of Certified Counselors (NBCC). Dr. Piazza is nationally recognized as a lecturer on psychopharmacology, and is on the medical staffs of two different local hospitals.

## E2. (CEU) "Suicide in the Schools: Practical Information for School Counselors"

Darcy Haag Granello, Ph.D., PCC-S  
Associate Professor, The Ohio State University

Suicide is the 2<sup>nd</sup> leading cause of death for adolescents, and suicide rates are increasing among young people. This workshop will use both the current state of the research and practice experience to help school counselors learn the basics of suicide risk, assessment, prevention, and intervention in schools. Attendees will learn about suicide prevention programming, including suicide screening, in schools. In addition, attendees will learn how to do a basic risk assessment, how to intervene with a potentially suicidal student, and how to help integrate the student back into the school after a suicide attempt. Finally, participants will be given information on suicide postvention, including important tips for helping to prevent suicide contagion. Attendees will be given extensive handouts for use after the session, with an emphasis on risk assessment and prevention programming in the schools. Small group activities, case studies, and videos will assist with experiential learning. Efforts will be made to attend to different levels of experience and training among participants.

Dr. Granello joined the faculty of the Ohio State University in 1996 in the Counselor Education Department of the School of Physical Activity and Educational Services. She has taught courses in the Foundations of Counseling, Assessment and Instrumentation in Counseling, Group Counseling, Personality Assessment and Diagnosis and Treatment Planning. Her research interests include: cognitive development of counselor education students and beginning counselors, suicide prevention, assessment and treatment and outcomes and effectiveness research into best practices in clinical settings.



## E3. (CEU) "How to be Proactive in the Gray Area of Counseling: A Practical Approach to Ethical Decision Making"

Susan Norris Huss, Ph.D., PCC  
Assistant Professor, Bowling Green State University

Ethics is one of the most frustrating, one of the most challenging, and yet one of the most interesting aspects of counseling. This workshop will focus on ethical (not legal) considerations. How your own life experiences impact your approach to ethics will be discussed. Participants will work in small groups discussing some common and some not so common ethical issues facing counselors in today's society.

Participants will:

- Learn a practical approach to making the tough and not so tough ethical decisions;
- Have an opportunity to work with others in making some common and not so common ethical decisions;
- Understand how to identify how "their issues" influence their ethical decision making.

Dr. Huss, an Associate Professor, has taught in the Mental Health and School Counseling program at Bowling Green State University for 10 years. She was a practicing professional school counselor for 23 years prior to that.

Dr. Huss has given over 200 workshop presentations in the area of Ethics. She developed and teaches the Legal and Ethical Issues in Counseling Course at BGSU. She provided professional development for the school counselors in Washington, DC., Ann Arbor, MI, and in Oregon.



## E4. (CEU) "Cyber-bullying? Sexting? You Gotta be Kidding Me!!!"

Angel R. Rhodes, Ph.D., PCC  
Director, School Counseling Graduate Program  
University of Dayton

This presentation will include a section on the most current information on the trends, laws, and news stories on cyber-bullying and sexting. Ready-to-use lessons and activities for all grade levels of students will be provided to empower school counselors to begin a anti-cyber-bullying program at their school. All materials are meant to be easy for participants to immediately

use in their schools and are effective in a brief counseling environment. Attendees will have a high level of confidence in utilizing their new knowledge and activities at the conclusion of the session.

Dr. Rhodes is an Assistant Professor and Program Advisor for School Counseling at the University of Dayton. She teaches classes in research and counseling supervision, and her specialty areas are career counseling, students mentoring students, leadership practices, and counseling supervision. Current research projects include supervision and leadership issues in school counseling, attitudes toward people with mental illness and/or physical disabilities, and stress reduction.

## E5. (CEU) "Collaborative Supervision as Enhanced Client and Counselor Self-Care"

Cynthia Osborn, Ph.D., PCC  
Associate Professor,  
Kent State University

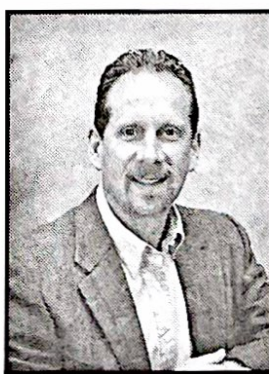
Nicole Bradley, Doctoral Student  
Kent State University

Mitzi Hutchins, Master's Student  
Kent State University



This workshop will describe the practice of collaborative supervision, research supporting its beneficial effects on counselors (e.g., lower burnout, increased job satisfaction), and specific EBPs that have incorporated a form of collaborative supervision into standard practice (e.g., dialectical behavior therapy). We will draw from our own practice of collaborative supervision over a 15-week academic term and review specific strategies we used to establish and promote collaborative supervision, including "wondering aloud," intentional use of pronouns, immediacy or here-and-now focus, and exchanging evaluations. These practices will be illustrated in video recorded segments and transcripts of supervision sessions. Recommendations for supervisors and supervisees alike to proactively engage in collaborative supervision during practicum, internship, and clinical residency will be provided.

Cynthia Osborn is a faculty member, Nicole Bradley is a doctoral student, and Mitzi Hutchins is a Community Counseling master's student all in the Counseling and Human Development Services program at Kent State University. Cynthia routinely provides individual and group supervision to practicum students, has taught the supervision course, and has presented and published on the topic of collaboration in counseling and supervision. Nicole has practiced as a full-time counselor providing services primarily to children and youth and has completed supervision coursework at the doctoral and master's level that has included the provision of individual supervision. Mitzi is conducting her internship in a high school setting and has also provided individual and group counseling services to college age students and adult women in recovery.



## E6. (CEU) "Want Fast-Acting Relief?....Slow Down! A Refreshing Perspective on Stress Management"

Frank DiLallo, Schools Consultant  
Lucas County Educational Service Center

There is now a epithet for getting caught up in the pace of our contemporary culture—"Hurried Sickness." This accelerated pace leads to unmanaged or mismanaged stress, which is at the core of anxiety and is a causal factor for maladaptive behaviors. Family systems are susceptible to imbalances, reducing the amount of "free attention" students have for

learning and an increased risk for physical, mental emotional, relational (bullying) and spiritual challenges. In this session, participants will learn about "Cultural Speed," brain activation, using story/metaphor, drawing "PeaceScapes," and ten practical exercises to help students (K-12) develop necessary life skills to cope with stress.

The presenter has presented over one hundred stress management presentations for grades K-12 and post-secondary students in classrooms and assemblies, as well as adult audiences. He is the author of *The Peace Project*, a stress management CD for all ages. The CD was released in July, 2001, two months before September 11, 2001.

Mr. DiLallo is on the faculty for a leadership weekend with Music for All, held at Illinois State University and presents stress management techniques to the attendees. He also serves annually as a "visiting professor" at Bowling Green State University teaching stress management techniques to college students.

# Luncheon, Award Ceremony, Speaker • .5 CEU

Thursday, November 5 • 12:00 Noon – 2:00 p.m.

## Speaker (CEU): “Advancing Our Profession: the Importance of Professional Service”



Tom Davis, Ph.D.

*Tom Davis, Ph.D.*

Professional service and leadership by members of a professional body is critical to its advancement. The presenter will provide a brief discussion regarding the impact of individuals taking leadership roles becoming involved in professional service. As a result of attending this luncheon presentation participants will:

- Understand the importance of professional service to advance our profession;
- Learn ways to become more involved in service and leadership in the counseling profession.

Tom Davis, Ph.D. has over 30 years of experience working as a counselor educator, school counselor, and community counselor. Dr. Davis has served as past-president of the Ohio Counseling Association, the Ohio Association of Counselor Education and Supervision, member of the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board, the American Association of State Counseling Boards, and Chair of the 2009 CACREP standards Revision Committee. His research and service has significantly impacted the school and clinical counseling professions at both state and national levels. He currently serves as a Professor at Ohio University and secretary to the Board of Trustees. Dr. Davis is a past recipient of the Ohio Counseling Association’s Chuck Weaver, Herman Peters, and David Brooks awards.

## Closing/Keynote Session • 1.5 CEU

Friday, November 6 • 2:05 p.m. – 3:35 p.m.

## Closing/Keynote Address (CEU): “Juggling All Your Hats While Maintaining Your Sanity”

*Laurie Young, MA, LPC*  
President, Laughter Works  
Decatur, Michigan

The All Ohio Counselors Conference planners have scheduled an inspirational keynote speech as the closing event. Plan to attend this session and go home energized and ready to juggle your multiple roles, relationships, and responsibilities.

Are you feeling a little overwhelmed by all the hats you are asked to wear? Juggling so many roles, relationships, and responsibilities you sometimes lose your smile? Counselors frequently become so committed to the demands of service they put healthy self-care on the bottom of their to-do list. This keynote will increase your energy, grow your brain, tickle your spirit and, and help you leap tall buildings in a single bound by giving you effective strategies that lower stress and reduce burnout. Come liberate your smiles and learn a skill that will change your life forever.

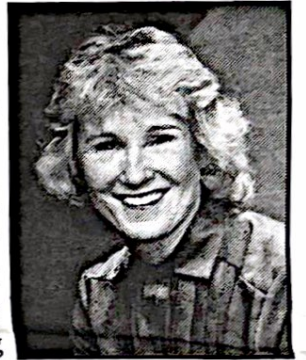
Laurie Young is a Licensed Professional Counselor, a Certified Holistic Health Specialist, and a nationally recognized expert in the field of health and humor. She has given over 1,000 keynotes and workshops to such diverse groups as the United States Post Office, Kellogg Company, and the highly-stressed members of the

Louisiana Counseling Association a year after Katrina. Laurie understands the challenges facing counselors as she worked for over 20 years as a school counselor, primarily with middle and high school students.

She has created a number of classes offered through Western Michigan University’s Graduate Holistic Health Program including The Brain’s Best Learning Strategy: Humor and Fun—a 3 credit class for teachers seeking permanent certification.

Laurie has presented a number of papers for the International Society for Humor Studies in France, Italy, Norway, and Japan and her articles have been published by the Association for Applied and Therapeutic Humor.

Realizing there is nothing easy about the process of change and setting and reaching new goals, Laurie walks her talk by continually seeking out new challenges and learning opportunities. In the past several years she lumbered through tap dance lessons, studied American Sign Language, attempted the potters’ wheel, dropped out of unicycle classes, and summited Mt. Kilimanjaro.



Laurie Young, MA, LPC

## Photo Gallery



**W-1: Creating an All-School Awareness Day**

**Sally Elvitsky:** School Counselor  
Woodridge Local Schools  
**Cecilia Frammartino:** School Counselor  
Woodridge Local Schools  
**Lynn Doskocil:** School Counselor  
Woodridge Local Schools  
**Shannon Kaczor:** School Counselor  
Woodridge Local Schools  
**Pat Kennedy:** School Counselor  
Woodridge Local Schools

Presenters will share the development and implementation of half day programs for the past two years. Attendees will receive blueprints for how to create an Awareness Day to educate students on pertinent issues. The first Awareness Day focused on bullying, teen violence in dating, alcohol and drug abuse, and suicide prevention. The second Awareness Day, called Choices for Success, focused on decisions we make that ultimately lead to a successful future. A keynote speaker opened the day and then students attended panel sessions about careers and colleges, and personal choices which led to success, with an emphasis on the obstacles the speakers overcame.

**W-2: Starting Out on the Right Foot: The Trials and Triumphs of Creating and Implementing a New School Counseling Program**

**Rachel Zufall:** School Counselor  
Columbus Preparatory Academy  
**Marte Ostvik de Wilde:** School Counselor  
Columbus Arts and Technology Academy  
**Jayne Cash:** School Counselor  
Columbus Arts and Technology Academy

The "First 100 Days" of a school counseling program will provide the foundation for a successful school year. The initial activities will define your role in the school community and provide a framework for programming and goal-setting. Three K-8 charter school counselors will discuss their triumphs and challenges during the implementation year of their schools' first-ever school counseling programs. Attendees will walk away with practical strategies, several adaptable hand-outs, and a fresh perspective for new or established school counselors. Come join us to take a look at your "First 100 Days" and set your program up for success!

**CEU-3: Introduction to Play Therapy: Building Skills to Effectively Reach Children**

**Cynthia Reynolds:** Professor  
University of Akron

Frustrated when the typical counseling interventions fall flat with children? This presentation is designed to introduce counselors to the field of play therapy as well as its origins and efficacy. Come and learn the first steps to building skills and competency in this specialty area.

**CEU-4: Combining Solution-Focused Approaches with the Integrated Developmental Model of Supervision to Help the Pre-Stage 1 Counselor Trainee**

**John Laux:** Associate Professor  
The University of Toledo  
**Holly Harper:** Assistant Professor  
The University of Toledo  
**Olya Zaporozhets:** Doctoral Student  
The University of Toledo

The presenters introduce six scenarios of challenging supervisees. These scenarios are: the reincarnated, the savior, the unfinished/denying, the suspicious/distrustful, the searching, and the addicted/recovering trainee. We provide a definition of Solution Focused Supervision (SFS) and engage the audience in a discussion of the SFS principles and techniques. The presenters will introduce and discuss the Integrated Developmental Model's three overarching structures and the nine specific domains. The presentation will close with an application of SFS to these structures and domains for use by supervisors tasked with guiding pre-Level 1 counselor trainees. (Advanced)

**W-5: ACT Data....Friend or Foe?**

**Laura Beach:** Consultant  
ACT, Inc  
**Ann Bruce:** School Counselor  
Solon High School

ACT, EXPLORE, and PLAN data can be a school counselors' friend and enemy in many day-to-day situations. A local high school counselor has battled the ACT data beast and won. Come learn how your colleagues are using ACT data to empower teachers, increase student/school achievement and promote college/career readiness for all students.

**CEU-6: Updates from the Ohio CSWFT Board**

**Jim Rough:** Executive Director  
Ohio Counselor, Social Worker, & Marriage and Family Therapist Board

This presentation will provide an update regarding rules and procedures that impact professional counselors and clinical counselors. The presenter will discuss frequent issues the board encounters from counseling licensees and participants will have an opportunity to ask questions.

**CEU-7: Behaviorally At-Risk - The Behavior Side of Response to Intervention**

**Kelley Schubert:** School Counselor  
New Albany Plain Local Schools

An essential component of the Response to Intervention (RtI) process is making data-based decisions. Participants will strengthen their understanding of the RtI process, further develop their understanding of universal screening protocols for behavior and identify research-based tiered interventions for behavior management. Time will be provided for counselors to seek solutions for individual/building challenges. In addition, participants will be encouraged to share strategies and interventions that are working in their environment.

**W-8: "Getting Ahead of the Game": Preparing Your Juniors for Life After High School**

**Jim Kloepfer:** High School Guidance Counselor  
Westerville City Schools  
**Ann Ullom-Morse:** Writer  
Self Employed

This presentation will demonstrate several strategies used by the Westerville North High School Guidance Department to communicate with students and parents about the post-secondary planning process. These strategies are part of the department's overall mission to provide guidance and counseling about the wide range of educational and career opportunities available to students and to prepare them academically for a successful transition to life beyond high school.

**CEU-9: Rethinking Race: Strengthening Counselors Multicultural Awareness and Diagnostic Skills in Counseling**

**Kevin Feisthamel:** Clinical Therapist  
Portage Path Behavioral Health

Multicultural assessment and diagnostic accuracy are extremely important during the clinical decision-making process. This presentation will provide an overview of the current empirical literature within the counseling field regarding cross-cultural assessment and diagnostic decisions for counselors. In addition, a conceptual framework to accurately diagnosis individual's from different cultural backgrounds will be discussed as well as practical strategies and case examples.

**CEU-10: Intimacy: What's Sex Got to Do with It?**

**Amber Lange:** Counselor  
Self Employed  
**Tara Hill:** LPCC-S  
Hospice of NW Ohio

Fostering intimacy is the crux of couples' counseling and often is a struggle to convey to clients. These presenters explore elements of Schnarch's Sexual Crucible and offers means of working with clients who express sexual dissatisfactions. Topics include differentiation, hugging until relaxed, feeling while touching, and eyes-open sex and orgasms. (Advanced)

**CEU-11: Counseling from the Heart: Integrating Spirituality into Your Eclectic Clinical Counseling Style**

**Susan Bainbridge:** Outpatient Mental Health Counselor  
New Perspective Counseling  
**Richard Wantz:** Professor  
Wright State University

Often, clients enter counseling because they feel "stuck" or "lost." They need help finding their way out of the "muck." This program offers the clinical counselor techniques and sequence of using them to help clients find their paths again, utilizing their cognitions, emotions (God-center), and actions, with an added spiritual component that will lead clients to follow their hearts/"gut feeling"/intuition, and draw upon the "God-Within" wisdoms they take responsibility for their choices in thoughts, feelings, and behaviors.

**CEU-12: "Credentialing of Career Professionals: What's Out There? What Can I Do?"**

**Cynthia Marco-Scanlon:** OCDA President  
John Carroll University  
**Sarah Shilling:** OCDA Past-President  
The Ohio State University  
**Robert Windle:** OCDA Membership Chair  
John Carroll University

Many helping professionals often do not understand occupational terms associated with those that are working in the "career" field - we will help you untangle this mess! What are the differences between Career Counselor, Career Coach, Life Coach, Career Advisor, etc.? What does it take to become a professional in this field? What credentials are out there for you to possibly obtain at the state and national levels, AND how can you identify professionals and what they can/cannot do?

Notes

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**CEU-13: It's Your Ethical and Legal Responsibility: Constructive Counseling of Gay, Lesbian, Transgender, Questioning Students in Junior and Senior High School**

**Roy Berko:** Professor, Crisis Counselor  
Notre Dame College, Crisis Care Network

It is the purpose of this experiential based program to aid junior high, middle school and high school counselors to identify their own attitudes regarding sexual orientation, develop strategies for advising and assisting gay, lesbian, transgender and questioning students, become familiar with resources for increasing their personal knowledge about sexual orientation issues, developing anti-harassment programs, establishing a school community of safe zones, and understand their legal and ethical responsibilities regarding dealing with gay, lesbian, transgender and questioning students.

**CEU-14: Using EMDR to Overcome Roadblocks in Addiction Recovery: Insights from Phenomenological Inquiry**

**Jamie Marich:** Counselor/PTSD Specialist/Faculty  
PsyCare, Inc./Argosy University/Ottawa University

This workshop will present the findings of the presenter's phenomenological study of clients treated in early recovery with EMDR. Using existing knowledge from the literature and the field, combined with the study's findings, the presenter will relay a series of general guidelines for using EMDR with recovering addicts. It is not necessary for participants to be trained in EMDR to benefit from this workshop; however, a general knowledge of addiction and/or traumatic stress issues is helpful to optimally benefit from this presentation.

**CEU-15: Strategies for Clinician Recovery After a Completed Suicide**

**Susan McChesney:** Psychiatric Evaluator  
Kettering Medical Center  
**Christine Ferens:** Manager, Business Development  
Kettering Medical Center

If you stay in the field of mental health counseling for any length of time, it WILL happen to you; a successful client/student/patient suicide. While it can be devastating to all involved, as clinicians we need to understand why it happened and what can be learned from it. In this session, the presenters will touch on suicide risks, assessment tools and documentation/liability issues. The primary focus will be the needs of the clinician after the crises such as debriefing strategies, available resources and liability issues. Finally, the presenters will discuss the personal care needed to regain self-confidence and use the entire experience to become a better clinician.

**CEU-16: Today's Student Athlete: Therapeutic Approaches and Interventions**

**Holly Harper:** Assistant Professor Program Director,  
The University of Toledo  
**Christopher Stankovich:** Clinician  
Advanced Human Performance Systems

This presentation is designed to assist private practice clinicians, school counselors, and other mental health professionals interested in working with today's student athletes. On average, student athletes comprise more than half of a school student body, and they are an important clientele to understand due to their unique characteristics. This presentation will examine the emotional, behavioral, and cognitive aspects of the student athlete. Attendees will also learn specific approaches designed to increase the efficacy of treatment.

**CEU-17: Strengthening Character – How We Can Help Develop the Character of Our Children**

**Norman Shub:** President / Director  
Gestalt Associates

The purpose of this workshop is to help professionals, teachers, counselors, and all those interested in character or personality development explore the development of character. Participants will come away with a real understanding of character development, personality disordered development, intervention and prevention of characterological impairment. This workshop is a must for people concerned with character or personality issues. (Advanced)

**CEU-18: The Intersection of Agency Policy, Ethical Codes and the Law: Helping Counselors Navigate Ethical Dilemmas on the Job**

**William O'Connell:** Associate Professor  
Xavier University  
**William Hegarty:** Deputy Director  
Ohio Counselor, SW, MFT Board

Mental Health and Community Counselors encounter a wide variety of ethical dilemmas that involve consideration of agency policy, counselor ethics and Ohio law. The convergence of all three systems at times results in confusion regarding appropriate action. This session will help professional counselors increase their competency in ethical decision making and provide the opportunity to learn from case examples whereby counselors have breached their professional duty to clients.

**CEU-19: A School's Response to Self-Harming Teens**

**Brock Reiman:** Associate Dean of Graduate Studies  
Malone University  
**Jessica Black:** Graduate Student  
Malone University

Teens who self-harm (e.g., cutting) have increased over the past several years. School counselors can not avoid these issues. Many worry about responding appropriately to the student and to other professionals. This session will focus on understanding the student who is

self-harming, and suggestions for how to respond to parents, teachers, and administrators about these issues.

**CEU-20: Eating Disorders: Understanding Stages of Change, Comorbidities, and Evidence Based Practice**

**Julie Campbell-Ruggaard:** Private Practice

This program is a brief version of a full day training program with more directed attention to practical strategies and application of Prochaska's stages of change model. The probable status of the client at each stage of change will be addressed, along with the purpose of therapy and appropriate actions for the clinician at each given stage. The most common comorbid conditions will be discussed, including implications for treatment. Several evidence-based treatment strategies will also be presented. (Advanced)

**CEU-21: When Suicide Happens in your School: Preparing to Respond**

**Jason McClothlin:** Associate Professor  
Kent State University  
**Steve Rainey:** Assistant Professor  
Kent State University

Suicide is the third leading cause of death in teenagers, and unfortunately, occurs in many schools each year. All school counselors should be prepared to respond effectively when this happens in their school. In this session you will learn appropriate responses with students, parents, and the faculty and staff of your school. The primary focus will be on how the school counselor can prepare themselves and other educational professionals to effectively respond in the event of a suicide.

**CEU-22: Addiction Relapse: Understanding How Defense Mechanisms Support a Return To Use and Helping Clients to Better Understand the Relapse Process**

**Steven Gifford:** Counselor  
Licking Memorial Hospital

This program is aimed at mental health counselors who work with clients who are chemically dependent. The presenter will help attendees strengthen their skills in helping clients cope and understand the relapse process. Specific relapse patterns will be identified and discussed. Psychological defense mechanisms identified in the DSM IV TR will also be reviewed, as related to the relapse process.

**W-23: Essentials for Counseling the College Bound Student**

**Martin Ritchie:** Professor  
University of Toledo  
**Mark Nusbaum:** Guidance/College Counselor  
Ottawa Hills High School  
**Tricia Howard:** College Counselor  
St. Ursula Academy

Whether you're new to school counseling or a seasoned veteran, this session will provide insight in helping your students compete in the ever-changing world of college admissions. You will learn about the tools and resources that will strengthen or develop a college-bound culture in your school. Topics will include admission requirements, conducting a college search, financial aid, counseling special populations, and resources for students and counselors.

**CEU-24: Building Skills and Increasing Professional Respect with Practical Reality Therapy**

**Robert Wubbolding:** Director  
Center for Reality Therapy

Practicality, usability of ideas and increased skills are the goals of this lively interactive session focusing on simulated demonstrations. Explanations of theory and research examples precede the core of the presentation: role-plays centering on cases presented by participants. The leader will illustrate practical techniques and skills for helping clients realize the power of making effective choices. When counselors increase their skills they feel more confident and are able to communicate this confidence to the public and to other professionals thereby building respect for their profession. Participants will gain skills useful on the job.

Notes

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**CEU-25: Enhancing Multicultural Competence in Supervision: The Synergistic Model of Multicultural Supervision (SMMS)**

**Darcy Granello:** Associate Professor  
The Ohio State University

Supervisors must continue to look for ways to enhance the multicultural counseling competence of their supervisees. The Synergistic Model of Multicultural Supervision (SMMS) is an integration of three existing models to provide concrete and practical guidance for supervisors wishing to enhance supervisee multicultural competence in personally meaningful and developmentally appropriate ways. (Advanced)

**CEU-26: Counseling Clients Impacted by HIV/AIDS: The Basics That Every Counselor Must Know**

**Marisa White:** Therapist  
Trillium Family Solutions

**Amanda Rovnak:** Clinic Coordinator/Professor  
University of Akron

This education session is suitable for all levels. It will give basic information for counselors working with clients affected by HIV/AIDS. It will also be a good refresher for experienced counselors, whose knowledge and experience will be appreciated in the case discussion. Presenters will share information about the subcultures more frequently affected by HIV/AIDS and dispel myths about HIV/AIDS by highlighting medical and social concerns affecting clients. In addition, attendees will obtain exercises and techniques that the presenters have utilized when working clients affected by HIV/AIDS, as well as a reference list of current research and resources to assist their clients.

**W-27: Freshman Mentoring Program**

**Judith Maver:** Professional School Counselor  
Ellet High School/Akron Public Schools

Moving to high school is a challenge. No matter how much preparation there is during middle school, walking into "their" school as freshmen presents huge roadblocks. In this session, you will hear of one high school's attempt to make the transition a bit more smooth. The presentation will include information about planning, topics, preparation and training of mentors, timelines, pitfalls and successes of our first year and progress this year. Time will also be included for discussion of ideas and suggestions from other schools' transition programs.

**W-28: Emotionality of Gifted Children: What do School Counselors Need to Know?**

**Jill Minor:** Elementary School Counselor  
Forest Hills Local Schools

**Debra Smith:** Gifted Specialist  
Forest Hills Local Schools

Behavioral problem in school – Could they be gifted? An underachieving student – Could they be gifted? There are very few well-rounded gifted-socially, integrated high achievers-in the gifted population. Underachieving, self-aware, emotionally intense and even autistic tendencies are some of the qualities of a gifted student. What is giftedness? Discovering the distinct characteristics of gifted students helps counselors understand this unique group. The presenters will identify the varying conceptions of giftedness and the various curriculum applications. Ideas, materials and activities to support your counseling program when working with this population will be provided.

**CEU-29: Suicide Risk: Adolescents in Ohio**

**Paul Granello:** Associate Professor  
The Ohio State University

**Harry Warner:** Graduate Assistant  
The Ohio State University

**Deborah Copeland:** Project Manager  
The Ohio State University

The results of a three year suicide prevention screening program for Ohio adolescents will be shared. The program, which offered screening to over 35,000 Ohio youth in over 100 schools, has collected important data concerning the use of suicide screening and intervention in Ohio. The results of the study and the potential impacts on adolescent suicide will be shared with participants.

**W-30: Implementing a School-Wide Service Learning Day - From Complications to Success**

**Deborah Hinckley:** High School Guidance Counselor  
St. Marys City Schools

**William Cheslock:** High School Guidance Counselor  
St. Marys City Schools

**Sue Zink:** Guidance Secretary

St. Marys City Schools  
**Kimberli Rompilla:** Board President and  
Beautification Chair  
St. Marys Chamber of Commerce

Imagine a sea of lime green safety vested students leaving the school campus and spread throughout the community. This was the scene for our community during our school-wide service learning day. This program will teach you how we developed a school-wide service learning day for 720+ students, staff, and community members. We will take you through the process of planning the day; details of the actual event; reactions from students, staff, and community members; and suggestions for improvements in the future.

**CEU-31: Treatment of Self-Injurious Behaviors in a Correctional Setting**

**Matthew Paylo:** Assistant Professor  
Youngstown State University

The presenter will provide an introduction to comprehensive mental health treatment for female offenders within a maximum-security institution. The focus will be on the most pervasive problem with female offenders, self-injuries behaviors. The presenter will provide and outline an integrated model of treatment and management for self-injuries behaviors along with some preliminary research. The approach is an integrated model consisting of motivational interviewing, dialectical behavioral therapy, and trauma treatment.

**W-32: Elementary School Counselor's Toolbox**

**Kelli Jo Arndt:** Assistant Professor  
University of Dayton

**Erica Hecker:** Elementary Counselor  
Bexley Schools

Looking to fill your school counseling toolbox with the most efficient and creative tools available? Need ideas on how to be the best professional elementary school counselor you can be? If so, this is the session for you!! Various theoretical and practical strategies and suggestions will be presented that will enable elementary school counselors to effectively work with students, teachers, parents, administration and the community. This session will provide you the tools to be a dynamic, successful professional elementary school counselor.

**W-33: Tips from the Trenches for Middle School Counselors**

**Jackie McDonnell:** Middle School Counselor  
Norton City Schools

Are you overwhelmed with juggling all of your job responsibilities? Do you deal with the OAT, IEP's, 504's, RTI, scheduling, report cards, parents, academic intervention--and, oh yes, counseling students? This workshop will give you some great strategies to help keep yourself organized. You will also learn some effective techniques for working directly with the students. Lastly,

you will leave with a terrific technique for helping students (and parents) walk out of your office convinced that you are a genius at what you do!

**W-34: Show Me the Money... OSCA Grants Available**

**Marc Kaminicki:** Chairperson  
Grants and Awards Committee  
Ohio School Counselor Association

Each academic year, the Ohio School Counselor Association awards grant money to help support the quality work and programming efforts of Ohio school counselors. In this difficult economic time, bank on some financial assistance from OSCA. Come learn about the grant application process, and hear the wonderful results of this past year's grant recipients. School counselors from three separate districts in our state facilitated programs to strengthen healthy student relationships, assist needy families with food assistance, and support a middle school's positive girl power program.

**CEU-35: Treating Juvenile Depression**

**Don Martin:** Professor  
Youngstown State University

**Magy Martin:** Professor  
Walden University

**Paige Krabill:** Professor  
Capella University

The presenters will discuss the etiology and treatment of childhood depression. Attention will be paid to interventions focusing on cognitive, affective, behavioral, academic and social domains. Since depression often coexists with other childhood disorders, the presenters will examine when treatment reaches an impasse because of underlying depression. Information will be shared that is valuable to both school and clinical counselors. (Advanced)

**CEU-36: Still Standing! Still Strong! Multicultural Counseling and Development in Ohio**

**Ameena S. Mu'min:** President  
OAMCD

**Carey Busch:** Doctoral Student  
Ohio University

The Ohio Association of Multicultural Counseling and Development (OAMCD) is an organization that values the integrity and dignity of all persons regardless of cultural differences and upholds high standards for professionalism. Historical aspects of OAMCD in conjunction with its national governing body are rich with fascinating experiences supportive to the current existence of OAMCD. Participants will be provided with multicultural counseling competencies upheld by ACA: participate in a brief business meeting to discuss the current vision of OAMCD as well as have the opportunity to participate in the ongoing success of OAMCD.

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**W-37: National Certification - Yes, You Can Do It!**

**Amanda Leszczuk:** School Counselor  
Mariemont High School

National Board Certification is a wonderful professional development experience. Yes, it is tough, but you can do it. I will share with you my experience of gaining this honor. With some tips, organization, and motivation, you can also complete this rigorous and meaningful professional development. Going through this process will strengthen you as a school counselor, your school counseling program, and best of all, your students will benefit as well. You will find yourself reflecting, questioning, trying new things, and maybe updating old things. National Board Certification is a worthwhile endeavor for you to consider!

**CEU-38: Supervisees' Struggles with a Boundary Dilemma: An Ethical Case Demonstration and Discussion**

**Paula Britton:** Professor  
John Carroll University  
**Christopher Faiver:** Professor  
John Carroll University

Maintaining appropriate boundaries can be a struggle for counselors, especially early in their careers. Due to the evaluative component of supervision, supervisees may "hide" certain boundary challenges from their supervisors and make clinical decisions in isolation without processing the ethical implications. This workshop presents a case demonstration of a supervisee who struggles with a boundary dilemma, with four different outcomes presented. Participants will be encouraged to react to and reflect on the ethical and supervisory implications of each. Applying appropriate supervisory techniques to encourage discussion of boundary dilemmas will be underscored.

**CEU-39: Making Prevention Work for Older Adults: Effective Strategies for Identifying, Intervening and Preventing Substance Misuse and Medication Mismanagement Problems**

**Cynthia McQuown:** Co-director  
Cornerstone Wellness  
**Sandy Calvert:** Program Director  
Hands foundation

2.5 million older adults have problems directly related to alcohol. Although only 17% of the population, older adults consume nearly 1/3 of all prescribed medicines. All too often, substance use problems are underidentified. In this workshop, participants will review the existing misconceptions about older adults that serve as barriers to identification and intervention in substance use concerns. Current diagnostic criteria will be examined in terms of its ability to recognize these issues in older adults. Finally, participants will play an evidenced-based prevention game and learn how this program has helped increase older adults' knowledge about their own risk for problems.

**CEU-40: Growing and Nurturing Data-Smart School Counselors**

**Kathleen Rowe:** School Counselor  
Dublin City Schools  
**Tim Conrad:** TOSA  
Dublin City Schools

Many school counselors want to create a culture that uses data to inform their school counseling practice. Data can shed light on assumptions and can provide paths to school improvement. Data is readily available that can provide useful information about academic, per-

sonal/social and college and career related decisions that students make. Learn how one school system nurtures and supports data-smart counselors.

**W-41: Data is Our Friend**

**Patricia Nailor:** President  
American School Counseling Association

Come discover how easily data can be gathered, can be used to inform your program, and to promote the positive impact of your work with students. The presenter works extensively with school districts and their counselors on developing and implementing comprehensive school counseling programs.

**CEU-42: Understanding Childhood-Onset Obsessive Compulsive Disorder**

**Jodi Jones:** Supervisor/Child Counselor  
Tri-County Mental Health & Counseling

Childhood-onset obsessive compulsive disorder (OCD) affects 1%-2% of children and adolescents. OCD is characterized by two distinct features: a) obsessions that are intrusive, disturbing, and recurrent, and b) compulsions or repetitive behaviors that are performed to reduce the acute discomfort caused by obsessions. OCD symptoms in children are similar to those in individuals who develop OCD in adulthood. However, differences exist in sex ratios (at puberty switch from predominately male to female), patterns of comorbidity (AD/HD, Tourette Syndrome), and neuroimaging studies. This session presents an overview of predominant theories regarding the etiology of childhood-onset OCD (biomedical model, behavioral theories, psycho-social theory) and various treatment modalities (psychopharmacotherapy, CBT, behavioral, cognitive, combined).

**CEU-43: I'm Coming Out! Helping Clients Through the Process of Revealing Their Sexual Orientation and/or Gender Identity**

**Megan Mahon:** Interim Clinical Counselor  
University of Toledo  
**Tara Hill:** LPCC/S  
Private Practice  
**Amber Lange:** Clinical Counselor  
Private Practice

Working with an LGBT client who is considering coming out to their family and friends requires counselors to be informed of this process and the reactions that may be expected from the LGBT individual and those they come out to. A counselor can help facilitate the LGBT client's expression of feelings, personal decision-making, and true acceptance. Family and friends of an LGBT individual may experience reactions such as shock, denial, and guilt. The counselor can help to prepare a client for these reactions and can assist the client with educating and being patient with their loved ones.

**CEU-44: Personality Style and the Experience of Stress Among Graduate Counseling Students**

**Daniel Cruikshanks:** Associate Professor and  
Clinical Director  
Heidelberg University  
**Terry Fraley:** Graduate Student  
Heidelberg University  
**Courtney Mazey:** Graduate Student  
Heidelberg University  
**Kristin Giles:** Graduate Student  
Heidelberg University  
**Corrie Cole:** Graduate Student  
Heidelberg University

Are you a stressed out graduate student? Or, perhaps, you are a counselor educator who sees the effects of stress on your students? Graduate students in counseling are uniquely challenged in their efforts to negotiate this stressful process. Counseling students often work full-time and have family responsibilities. Counseling students may commute significant distances to attend their programs. What is the nature of stress for graduate counseling students, how does personality style effect the experience of stress, and what seems to be most effective in managing that stress? Based on this study, we will provide suggestions on predicting risk and effective management strategies. (Advanced)

**CEU-45: Reduce Stress/Revive Education Make-It, Take-It**

**Penny Culver:** Retired Counselor

This program will help counseling professionals identify and use strategies and techniques to teach a preventative group guidance lesson focused on helping students identify feelings of stress and ways to help students de-escalate their own stress. Attendees will learn about brief workshops and activities they can use at their school with their teachers and staff to reduce stress and improve the working climate of the school site. The presenter will discuss strategies and techniques for monthly parent meetings.

**CEU-46: History of Counseling in Ohio**

**Susan Sears:** Self-Employed  
Educational Consultant  
**Tom Davis:** Counselor Educator  
Ohio University

How did mental health counselors become licensed in Ohio? What are the major changes that have occurred in school counseling during the past thirty years? What can counselors learn from their history? These questions, and others, are addressed in this session designed to increase counselors' appreciation for their past.

**CEU-47: Re-evaluating, Revamping, and Redirecting One's Career at Midlife and Beyond**

**Nancy Taylor:** Assistant Professor  
John Carroll University

Counselors in a variety of settings such as private practice, community agencies, and nursing homes may work with clients who find themselves overwhelmed with stressors that adversely affect their health, families, and career. Whether precipitated by internal or external stressors caused by economic and social challenges, re-evaluation can become an opportunity for revamping and redirecting one's life course. In this session we will discuss a career choice process model and apply it to two case studies: a client in midlife facing downsizing and another approaching retirement. Both have personal and family issues as well. The desired outcome for clients is a sense of meaning and purpose. (Advanced)

**CEU-48: The ASERVIC Spiritual Competencies: How Can Counselors Ethically Apply Spirituality in Counseling Practice?**

**Claudia Sadler-Gerhardt, Denise Lewis, Donna Menigat, Sandy Kurka, Shawn Crabtree, Laura Freidner, Grant Hollenbach, Julia McLaughlin, Patricia Shumay and Joan Steidl**

The mission of OASERVIC includes the belief that spiritual, ethical and religious values are essential for the full development of the client, the counselor, and the discipline of counseling. Most counselors recognize that spirituality can be important to our clients, yet we fear crossing ethical boundaries by addressing spirituality or religion in counseling practice, and we may lack appropriate training and competency to do so. This workshop will explain the ASERVIC competencies as a starting point for helping counselors to understand our own values of spirituality and religion, as well as how to recognize and utilize the client's beliefs in pursuing therapeutic goals. Additionally this workshop will explain the benefits of membership in OASERVIC and how to become a member.

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**CEU-49: Creative Counseling**

*Diane Hinderliter:* Consultant  
Marco Products

Creative Counseling brings out your students creative and imaginative talents by presenting ideas that allow this to happen. Turn a bulletin board into an interactive lesson, a rap into an expressive idea, or a skit into budding actors environment. Join this workshop for ways to incorporate the creative arts into your counseling program. Audience participation. Reproducible handouts.

**CEU-50: Imagery Rescripting and Reprocessing Therapy (IRRT) for Adult Survivors of Childhood Sexual Abuse Experiencing PTSD**

*Stephen Silliman:* Clinical Counselor  
Crossroads Counseling Group

Adults who have experienced childhood sexual abuse often come to counseling with a number of distressing symptoms. Many of these symptoms such as intrusive memories, flashbacks, nightmares, physiological reactivity to trauma cues, dissociation, and derealization are extremely distressing. Imagery Rescripting and Reprocessing Therapy (IRRT) was developed to reduce these symptoms through a three phase process that empowers the client during an imaginal exposure therapeutic experience. Reduction of PTSD symptoms and positive schema change often results from using IRRT appropriately. This workshop will explore the theory and techniques of Imagery Rescripting and Reprocessing Therapy. (Advanced)

**CEU-51: Trauma Informed Care: Understanding the Role That Violence Plays in the Lives Of People Seeking Mental Health Services**

*Jessica Auslander:* Trauma Program Coordinator  
The Ohio State University Medical Center  
*Kenneth Yeager:* Assoc. Professor-Clinical  
The Ohio State University Medical Center

The psychological effects of violence and trauma in our society are everywhere, and trauma can have a very negative effect on behavior. Reactions to traumatic experiences occur across gender, race, culture, socioeconomic status, intelligence, and educational levels. More often than not individuals are not aware that their behavior is tied to past traumatic events. This presentation will provide an overview of "trauma informed care" and how it can be used to improve client outcomes. (Advanced)

**CEU-52: Cyber-Bullying Grab Bag- Activities School Counselors Can Use To Combat Cyber-Bullying in Their Schools**

*Matthew Wood:* Program Educator/ Coordinator  
The Huckleberry House  
*Beth Simonton:* High School Teacher  
Reynoldsburg City Schools  
*Karen Tolone:* Middle School Teacher  
Groveport City Schools  
*Angel Rhodes:* Assistant Professor  
University of Dayton

Cyber-bullying can be very difficult to handle. Educators frequently feel that they are always a step behind students on technology. Cyber-Bullying Grab Bag is an interactive session for participants to understand cyber-bullying from the students' point of view and give participants easy-to-use activities for students at every grade level. Cyber-Bullying Grab Bag will help bridge the technology gap with the most current information on cyber-bullying. Be ready to participate and take these great activities back to your school.

**CEU-53: Intervention Strategies for Domestic Violence Offenders: Exploring Treatment Approaches, Statistics, and Advocacy**

*Carrie VanMeter:* Graduate Assistant  
The University of Toledo  
*Kristi Feher:* Graduate Assistant  
The University of Toledo  
*Chad Yates:* Graduate Assistant  
Kent State University  
*Carol Smith:* Graduate Assistant  
Kent State University

The presenters will use the most up-to-date research and practical experience in the area of domestic violence to help participants learn basic information, statistics, advocacy, and treatment modalities. This program is designed for counselors to learn and participate in collaborative discussion about current trends in domestic violence treatment. The goal of this program is to increase counselor awareness of the magnitude and the ripple effect that domestic violence has over our society. (Advanced)

**W-54: Ohio Chi Sigma Iota Leadership Meeting: Connecting with Chapters Across the State**

*Nicole Adamson:* President, Eta Chapter  
Youngstown State University  
*Kate Kostohryz:* President, Alpha Chapter  
Ohio University  
*Patricia Johnston:* Graduate Assistant  
Youngstown State University

All Chi Sigma Iota advisors, officers, committee chairs, and members are invited to attend this workshop. Participants will have the opportunity to network with chapters from across the state. Presenters will share current developments in Chi Sigma Iota at the state and national level. Breakout groups will be established for Advisors/ Presidents/ Vice Presidents, Treasurers/ Fundraising, Secretaries/Advocacy, and Members/ Committee Chairs. Participants are encouraged to bring ideas and questions to help improve their own chapters and to foster a collaborative dialogue among chapter leaders and members across the state.

**CEU-55: Trees and Tales: The Art and Science of Diagnosis**

*David Mann:* Professor of Counseling  
Ashland Theological Seminary  
*Sanda Gibson:* Professor of Counseling  
Community Counseling Centers  
*Bridget Ross:* Coordinator, Smetzer Counseling Center  
Ashland Theological Seminary

Arriving at the correct diagnosis is vital for treatment planning of mental and emotional disorders. As such, it is foundational to have a repertoire of diagnostic assessment skills and strategies. This session is designed to expand upon already learned skills in diagnostic interviewing (and the use of DSM-IV-TR decision-making trees) to ways of hearing the client's story, or tale, of the problem they are struggling with. Concepts from Narrative Therapy such as externalization and personification of problems as well as identifying strengths through "sparkling moments" discovery will be addressed.

**CEU-56: Eating Disorders in Children and Adolescents: What are They Really Hungry for?**

*Nicole LaSelle:* Doctoral Intern and Counseling Resident  
South Community Behavioral Healthcare  
*Amanda Brace:* Doctoral Intern and Counselor Trainee  
Counseling for Wellness  
*Semone Damage:* Doctoral Student  
Kent State University

Eating Disorders are recognized within both school and community counseling domains in individuals of all ages. Eating disorders emerge from individual, societal or cultural and familial influences, and stories of recovery include the role of activism, community involvement, and spirituality. Thus, school and community counselors would benefit from additional resources to work with these clients in a myriad of ways. School counselors will be presented with resources and information, including awareness and prevention of distorted body image, and appropriate modeling of parents and teachers. Community counselors will receive information on the challenges of the therapeutic relationship and supervision of counselors working with clients who struggle with eating disorders.

**CEU-57: Addressing Non-Academic Barriers in Schools through Interprofessional Collaboration: Strategies for Working Effectively with Students with Mental and Behavioral Health Issues**

*Lisa Hinkelman:* Director & Adjunct Assistant Professor  
The Ohio State University- Interprofessional Commission of Ohio  
*Susan Sears:* Emeritus Faculty  
The Ohio State University

Through the identification of student needs and

through small interventions, educators can ensure that all students have an equal opportunity to succeed at school. This session will begin with an overview of behavioral and mental health issues that can impact students. Next, the role of school professionals will be discussed, with a specific focus on the expectations of various helping professionals within the school in the identification and intervention of students with mental and behavioral health issues. Finally, the process of effective interprofessional collaboration in schools will be outlined, including a discussion of competency skills, process, and collaborative problem solving.

**CEU-58: Using Audience Response Technology to Help High School Students Rethink their Attitudes and Behaviors about Alcohol**

*Christine Suniti Bhat:* Assistant Professor  
Ohio University  
*Jean Demosky:* Doctoral Student  
Ohio University  
*Jessica Fox:* Graduate Student  
Ohio University  
*Judith Palmer:* Graduate Student  
Ohio University

Attend this presentation to develop understanding of the concept of social norming and its application to adolescent alcohol use. Learn about an intervention with high school students based on social norming and utilizing audience response systems or "clickers." Participants will be invited to be actively involved by responding to questions on "clickers." They will receive an overview of the intervention developed and delivered by the presenters. Techniques used to collect and present data during the normative feedback session will be presented.

**CEU-59: Dialectical Behavior Training Skills - Using DBT to Enhance Client Skills and Improve Course of Treatment**

*Karen Dierkens:* Out-Patient Therapist  
FCHC  
*Andrew Lesneiwicz:* Out-Patient Therapist  
FCHC

Practical help to implement Dialectical Behavioral Therapy in the out-patient setting. DBT skills can be taught to clients struggling in therapy...not just for those with Borderline Personality Disorder, but also applied to any of the major mental health diagnosis (MDD, GAD, Bipolar Disorder, etc.). Enhance your own skills to assist your clients and improve outcomes as well as meeting the goals and needs of those you counsel. This session will provide practical application, available handouts, related websites and other assistance to help you develop a DBT skills group at your facility, improve your own knowledge of the DBT skills that you can teach and reinforce and apply in your practice. (Advanced)

**W-60: How to Remain LOL and AAL in a World of Changing Technology**

*Melissa Gayhart:* School Counselor  
Dublin City Schools  
*Pauline Nemecek:* School Counselor  
Dublin City Schools

Do you remember when you first heard about MySpace from a student and didn't know what it was? Much has changed since its release; it is difficult to keep up with all the changing technology. In this session you will learn the different types of technology that youngsters use to communicate, the potentially negative implications of the various forms of technology, and how to educate both parents and students on how to make positive decisions when utilizing various forms of technology. This session will help you remain "laughing out loud" and "alive and smiling" in a world of changing technology!

Notes

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## Welcome Reception

Thursday, November 5  
5:50 p.m. - 8:00 p.m.

Join us on Thursday, November 5 at 5:50 p.m. in Easton Ballrooms A & B for food, drinks, fun and listen and dance to the smooth sounds of The Rick Brunetto Band. This 7 piece orchestra features the music of the 30's and 40's Big Band era up to the present. The ensemble performs all styles of music from swing to Latin to show tunes and contemporary rock. The first 200 attendees will receive a free drink ticket. Door prizes will be given away between 5:50 p.m. and 8:00 p.m. Bring your friends. Meet new colleagues!!!



Sponsored by:  
Your Friends at CPH & Associates

## Division Meetings

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

### Thursday, November 5

9:00 a.m. – 10:00 a.m. Ohio Career Development Association  
Page 5 • CEU-12

2:20 p.m. – 3:20 p.m. Ohio Association of Multicultural Counseling and Development Page 7 • CEU-36

3:35 p.m. – 4:35 p.m. Ohio Association for Spiritual, Ethical and Religious Values in Counseling Page 8 • CEU-48

### Friday, November 6

8:30 a.m. – 9:30 a.m. Ohio Association for Counselor Education and Supervision Business Meeting  
Page 11 • W-69

8:30 a.m. – 9:30 a.m. Ohio School Counselor Association  
Page 11 • CEU-74

11:35 a.m. – 12:35 p.m. Ohio Mental Health Counselors Association Page 13 • CEU-100

## Poster Sessions



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



On Thursday, November 5th. from 6:00 p.m.-7:00 p.m., students from counseling programs across Ohio will present their research on mental health counseling issues. Attendees who spend 30 minutes visiting the student poster presentations will receive a .5 CEU. The poster presentations will be set-up inside the Welcome Reception rooms.

## Join us for the Doctoral Showcase!!

The Doctoral Showcase will take place on November 5th, 2009 during the Welcome Reception at the All Ohio Counselors Conference. Join us between 6:00 p.m. and 7:00 p.m. in Easton Ballrooms A & B.

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

Dear OCA Member,

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

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

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

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

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

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

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

### NOMINATION PROCEDURE:

Download the nomination form and review the procedures found at

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

**DEADLINE: ALL NOMINATIONS MUST BE RECEIVED BY JANE COX BY WEDNESDAY, SEPTEMBER 30, 2009**

**W-61: Creating a College Readiness Lecture Series for Parents and Students**

**Ann Delehanty-Koenig:** Guidance Department Chair  
Kings Local Schools  
**Emily Cowan:** Teacher  
Kings Local Schools

Anyone who works in a high school guidance office knows all too well how competitive the college admissions process is! The expectations from parents and students is that their high school guidance counselors are "experts" in the admissions process. By creating a college lecture series, and partnering with other experts in your area (test prep companies, college admissions officers, etc...) you can bring a very robust and informational series of presentations to your school community.

**CEU-62: Effective Interventions for Adult Women with Complex Trauma**

**Rachel Hoffman:** Program Director  
Meridian Services

**Brandy Kelly:** Coordinator and Supervisor  
Turning Point Counseling Services

Complex trauma represents a separate and distinct set of symptoms compared to other trauma-related diagnoses (e.g., PTSD). Clinicians who work with clients who have experienced multiple traumatic events and who display complex reactions to these traumas need to be well prepared to effectively work with these concerns. This presentation will focus on several interventions that can be used with clients who may experience complex trauma reactions. Attendees will learn "real world" strategies for effectively working with this population. Handouts will be provided. (Advanced)

**CEU-63: Identifying and Addressing Spiritual Aspects of Trauma**

**Lora Williams:** Counselor  
Williams Professional Counseling

Trauma therapy is notoriously difficult. Although the psychological wounds of trauma receive the greatest attention, the spiritual wounds can be just as deep and just as difficult to heal. Unspoken or unresolved spiritual issues often cause trauma clients to become "stuck". This session will examine spiritual issues commonly faced by trauma survivors, will discuss ways that counselors can sensitively work with clients to identify any spiritual concerns the client may wish to address, and will discuss potential therapeutic approaches to aid in resolving spiritual issues. Limited attention will also be given to the potential role of spirituality in combating vicarious trauma in counselors.

**W-64: (Re)Writing Your School Counseling Curriculum to Align with the ASCA Model.**

**Tami Mazzella:** Pre-K to 2nd Counselor  
Aurora City Schools

**Ginger Biales:** 6-8 Counselor  
Aurora City Schools

Come and experience how beneficial it is to align your district's curriculum with the ASCA Model. What appears to be an overwhelming and daunting task really can be a positive experience if you go about it in an organized and sensible fashion!

**CEU-65: The Healing Process: A Study of Therapeutic Connection**

**Colette Dollarhide:** Visiting Assistant Professor  
The Ohio State University

**Marjorie Adams:** Doctoral Student  
The Ohio State University

**Caroline Baker:** Doctoral Student  
The Ohio State University

**David Dagg:** Doctoral Student  
The Ohio State University

**Demetra Taylor:** Doctoral Student  
The Ohio State University

What helps clients to feel better – really better? Come talk about your own experiences, and hear about a study in which clients and counselors detail their most meaningful healing experiences. Learn the process from the ground up – seeing it with new eyes.

**CEU-66: Building Group Counseling Skills to Meet the Psychological Needs of Military Children**

**Kara Kaelber:** Assistant Professor  
Malone University

**Susan Steiner:** Assistant Professor  
Malone University

Military children often experience psychosocial, emotional, behavioral, and academic issues. Group counseling can be an effective intervention with this population of children. In the group setting, military children can develop relationships with other children who may be experiencing similar issues and can learn effective coping

strategies for dealing with the psychological issues and emotional cycle associated with the five stages of deployment of their parent or parents. In this presentation, attendees will gain valuable information about group counseling skills, techniques, and resources that can be used with military children. (Advanced)

**CEU-67: Assessment and Treatment of Trichotillomania and Other Repetitive Body-Focused Behaviors**

**Karen Tomoff:** Counselor,  
Private Practice

Trichotillomania and Skin-picking are widespread problems affecting approximately 1 in 50 people. These disorders can cause serious harm to the sufferer's quality of life and disrupt the functioning of the whole family. Available treatments and support can greatly help to control the behaviors and limit their negative impact.

**CEU-68: Effective Advocacy for the Counseling Profession**

**Gregory Pollock:** Counselor  
Cleveland Clinic

Participants in this program will be able to identify the importance of, as well as the need for increased efforts of counselor advocacy on the state and federal levels. Current issues before our legislators that directly affect counselors will be identified and discussed. Participants will be challenged to take an active role in advocating for the field of counseling. Adequate tools and techniques for effective advocacy will be covered helping participants be active advocates for the counseling profession.

**W-69: Ohio Association for Counselor Education and Supervision (OACES Division Meeting)**

**David Mann:** President, OACES

Business meeting

**CEU-70: Breast Cancer: A Gendered and Meaning Making Consideration of Breast Cancer in Women Clients**

**Claudia Sadler-Gerhardt:** Assistant Professor  
Ashland University

Today, 1 in 8 US women hear the words "You have breast cancer." Counselors are likely to see clients with breast cancer, especially since breast cancer now occurs more frequently in younger women. What does it mean to women to have breast cancer? Breast cancer is an emotionally laden diagnosis: not only is it potentially fatal, but it is accompanied by the stigma of losing breasts, hair, and other societal markers of femininity. This workshop will consider aspects of breast cancer from a diversity and chronic illness perspective. It will also identify counseling interventions to assist clients who are survivors to make some kind of meaning about their experience.

**W-71: Membership Perspectives in OCA**

**Stephanie Burns:** Research Assistant  
NEOUCOM

Ever wonder if you are alone in what you desire from OCA membership? Ever question what you can do to make a difference and have your needs met? This presentation

will provide the results of the "Ohio Counseling Association Values in Membership Study", which suggests there are 4 distinct groups with different needs within the general OCA membership population. Attendees will be provided with the 4 groups' meanings from OCA membership to determine their own group affiliation. Next, attendees will be broken up into the 4 groups where they can discuss what is working and what needs to be improved with the OCA. Results of the group discussions will be provided to the OCA Executive Council.

**W-72: How Much is Too Much in Cyberspace?**

**Jana Stewart:** School Counselor  
West Branch Local Schools

**Jill DeRamo:** School Counselor  
West Branch Local Schools

Understanding the benefits and hazards of new technologies can be an ongoing issue for school counselors. Students must become educated on the dangers and consequences of their use of technology (e.g. sexting). This seminar will present activities school counselors can use with middle/high school students to increase the students' knowledge of Internet safety. Free resources, along with hands on activities to reduce inappropriate use of technology will be presented. Information to help counselors educate parents on technology issues will be discussed.

**CEU-73: Innovative Counseling Activities 101**

**Lisa Jeffery:** School Counselor  
Ross Middle School

Are you looking for some innovative and creative activities to use with your students? If so, this session is for you. Participants will leave with an assortment of games, worksheets and other activities to use your first day back to school. Topics addressed will include study skills, self-awareness, self-esteem, ADHD, divorce and anger management. Whether you are in an individual, group or school-wide setting your students will enjoy these activities. Most lessons can be adapted to a wide range of age and skill levels.

**W-74: ASCA and OSCA and YOU (OSCA Division Meeting)**

**Kathy Goins, LPSC**

ASCA Mid Western Region Vice President

**Susie Boggs:** President, OSCA

**Judy Maver:** Past-President, OSCA

Attendees will be presented with current information guiding the work plan for ASCA/OSCA; share in a discussion of OSCA's strengths and concerns for the organization and the school counseling profession; become familiar with the ASCA/OSCA governing boards and staffs as well as the resources that are available for the members of the organizations. They will hear a basic overview of Policy Governance and the benefits that are provided under this governing structure. Finally, participants will come to a greater understanding of their personal leadership potential that is being supported, developed and encouraged by ASCA and OSCA.

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**CEU-75: Sexual Self-Awareness for Counselors: Assessing and Addressing Your Sexual Beliefs/Biases in Counseling Situations**

**Linda Mercuri-Fischbach:** Family Therapist/Clinical Supervisor  
Family Service Association

This presentation will assist the counselor in assessing his/her own sexual beliefs/biases which may interfere with the development of a therapeutic counseling relationship. It will also provide resources to expand one's self-concept and self-confidence as a therapist in dealing with counseling issues related to sexuality.

**CEU-76: Cultural Diversity and Treatment Needs of Veterans Diagnosed with PTSD and TBI**

**Mona Robinson:** Assistant Professor  
Ohio University  
**William Showman:** Social Services Specialist  
Alvis House

Counselor advocacy in persuading other service providers, administrators, representative, legislators, and the general public is necessary to ensure the implications of this research are expanded upon and diverse evidence based treatment is offered immediately. Counselors need to be equipped with the knowledge, awareness and skills necessary to provide adequate services for returning soldiers of diverse ethnic and cultural backgrounds. Counselor training should include culturally relevant diagnosis and treatment strategies, cultural considerations, and barriers to mental health care.

**CEU-77: Utilization of 12-step Facilitation Interventions with Adolescents in Chemical Dependency Treatment**

**Meghan Brown:** NORCAT Program Manager  
Meridian Services, Inc.

This workshop is a "hands-on" approach to the implementation of 12-step facilitation based methods that will assist a client in telling their story, conceptualizing the histories of drug and alcohol use and engaging in the early stages of chemical dependency treatment. Participants in this session will be provided with instruction on how to assist in the completion and processing of a "lifeline" and a chart of their use, consequences and secrets", in order to begin examining their relationship to, and understanding of, step one of alcoholics and narcotics anonymous.

**CEU-78: Experiential Ethics Workshop**

**Cecile Brennan:** Assistant Professor  
John Carroll University

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

**CEU-79: Suicide Gatekeeper Training**

**Darcy Granello:** Associate Professor  
The Ohio State University  
**Paul Granello:** Associate Professor  
The Ohio State University

Suicide is the 2nd leading cause of death among adolescents. Suicidal thoughts and behaviors are remarkably frequent among adolescents and adults. This program will teach counselors how to train suicide gatekeepers to recognize and intervene with potentially suicidal persons. Suicide gatekeepers are individuals who are not trained counselors, but have contact with potentially suicidal persons. Examples of suicide gatekeepers are teachers, administrators, janitorial staff, college RAs, graduate teaching assistants, and many more. Participants will learn how to implement suicide gatekeeper training in their schools and

agencies. All participants will become Certified Suicide Prevention Gatekeepers.

**W-80: Talking with School Administrators: The School Counselor's Voice**

**Steve Rainey:** Assistant Professor  
Kent State University  
**Collette Dollarhide:** Visiting Assistant Professor  
The Ohio State University

Changes in the world of education and school counseling are increasing the need for school counselors to include and improve communication with school administrators. Effectively communicating with school administrators will strengthen the school counseling program in your school district. In this session, the presenters will discuss barriers to communication, preparing to communicate, and how and what to communicate with the different levels of school administrators.

**CEU-81: Crisis on a College Campus: Collaboration Between Multiple Agencies**

**Anne Lombardi:** Associate Director of Counseling Services  
Ohio Dominican University  
**Roger Buck:** Director of Counseling Services  
Hocking College  
**Michael Lewis:** Director of Counseling Services  
Ohio Dominican University

This workshop will present information for counselors on how to prepare for crises on college and university campuses. The presenters will discuss their process of recognizing the need for preparedness for campus crisis, working with ODMH, and creating a model of preparedness at their university. (Advanced)

**CEU-82: Sexting: Flirty Fun or Dangerous Pastime That Has Mental Health Consequences**

**Jean Underfer-Babalis:** Private Practice  
**Betsy Klein:** Graduate Student  
Bowling Green State University  
**Meredith Fisher:** Graduate Student  
Bowling Green State University  
**Diana Gaddus:** Graduate Student  
Bowling Green State University  
**Christopher Wilde:** Graduate Student  
Bowling Green State University

Nationally conducted research indicates that sexting is significantly widespread, prevalent, and has momentous impacts on youth's mental health and all around wellness. Unfortunately sexting is widespread. Sexting has consequences that are: fatal, biological, emotional, and legal. Youth have committed suicide over sexting as well as being prosecuted for sexual offenses, which as the potential of being labeled sexual offenders. This workshop will acquaint attendees the astounding phenomena, fatalities, prevalence, signs and symptoms, legal implications, ethical concerns, counseling approaches, education information, and resources for concerned parties.

**W-83: Understanding the Differences between IEPs and 504 plans: A Primer for Counselors**

**Rebecca Boyle:** School Counselor  
S. Euclid-Lyndhurst City Schools  
**Suzanne Brooks:** School Psychologist  
S. Euclid-Lyndhurst City Schools

Following the Individuals with Disabilities Act (IDEA) criteria, this workshop will outline the basic differences between a 504 Plan and an IEP. It will cover the Multi-Factored Evaluation process (MFE) which is used to determine eligibility for an IEP or a 504 Plan. Bipolar Disorder, Depression, ADHD, Oppositional Defiant Disorder and Asperger's Syndrome will be some of the disorders presented. Examples of both an IEP and a 504 plan

along with a flow chart of the MFE process will be given. Collaboration between the schools, parents and community agencies is important, and counselors need to have an understanding of their clients' educational programs.

**CEU-84: The Collaboration Between School Counselors and School-Based Providers From a Strengths Based Perspective**

**Christina Baker:** Doctoral Student  
St. Aloysius Orphanage  
**Lisa Jeffery:** School Counselor  
Ross Middle School

Collaborative efforts between the school counseling community and the mental health community have increased to meet the needs for children and families with limited access to mental health services. How do providers collaborate with established counselors in the school setting to meet the needs of the child? How can school counselors and school-based providers maintain a positive working relationship, learn from each other and respect each others profession? This presentation will demonstrate the benefits that students can experience through collaboration between school-based providers and school counselors, through an example of a middle school program for children with special needs. (Advanced)

**CEU-85: Technology and the New Face of Bullying: Challenges and Opportunities for School Counselors**

**Justin Fields:** School Counselor  
South-Western City Schools

As youth culture changes, so does the face of bullying. With each year that passes and each technological nuance that arises, bullying evolves in severity and sophistication causing great harm to victims. Bullying today involves text messaging, MySpace, email, Facebook, YouTube, and other popular components of youth culture. While many interventions exist to deal with bullying, a further understanding of "cyber" and "digital" bullying can promote more comprehensive preventative programming. This presentation will assist school professionals in understanding the changing face of bullying and highlight effective interventions to create safer environments in the face of advancing technologies.

**CEU-86: Ah! Oh! – Ah! Oh! There Goes a Bird: Group Work for College Students with ADHD**

**Sheila Williams:** Clinical Mental Health Counselor  
Ohio University

ADHD is a neurobiological disorder that affects all aspects of a person's life. At Ohio University fully one third of all students registering with the disabilities office, register with a diagnosis of ADHD. Yet the number of students visiting our counseling center under-represents the prevalence of the problem. In this session, participants will learn: how to organize a group for these students, obtain referrals, maintain group membership and attendance. Additionally, participants will learn about goal setting, corrective thinking, establishing priorities, cementing new habits, maximizing the tendency to hyper-focus, and assisting group members in seeing tasks through to completion.

**CEU-87: Recognizing and Facilitating Pattern Recognition and Beyond**

**David Santoro:** Counselor Educator  
Cleveland State University

Most symptoms (DSM) are a part of a even larger (macro) pattern, e.g. anxiety (DSM symptom) to procrastination (pattern). This workshop will discuss 15 Common Client Patterns or overall tendencies. To facilitate client change, therefore, it is often useful to help clients be more aware of their non-helpful patterns and to understand their dynamics. Ways to recognize and process pattern recognition will be discussed and applications will be made based on audience presented cases. Potential intervention steps will be explored. (Advanced)

**CEU-88: Practical, Ethical and Legal Considerations of Working with Custodial and Noncustodial Parents**

**Christina Harper:** Licensed School Counselor  
Perrysburg Schools

This program will provide basic instruction on the ACA and ACSA Code of Ethics and Ohio law related to the rights of custodial and non-custodial parents to communications and information relating to their child's counseling. It will also provide practical scenarios to apply these principles and help balance counseling, ethics, and the law. (Advanced)

Notes

**CEU-89: Measuring Student Learning: Making the Paradigm Shift from Inputs to Outcomes**

**Cornelia Patterson:** Director of Assessment  
Ohio University  
**Tom Davis:** Counselor Educator  
Ohio University  
**Holly Harper:** Counselor Educator  
University of Toledo  
**Martin Ritchie:** Counselor Educator  
University of Toledo

CACREP accredited Counselor Education programs are now required to measure and document student learning. Student learning can be assessed in a variety of ways such as course grades, presentations, papers, and portfolios. This presentation will describe the paradigm shift from documenting inputs to measuring outcomes and discuss how counselor education programs can begin to prepare for the 2009 CACREP standards.

**CEU-90: Design On a Dime for Counselors: Creating Interventions on a Budget**

**Clarissa Matthews:** Professional Counselor  
Applewood Centers

In these tough economic times, cutting costs have become one of our greatest challenges. This is especially true for the helping professionals working with children in the therapeutic setting. Since children tend to make sense of their world through play, working effectively with them often involves the use of a variety of counseling tools and interventions. How can counselors maximize their interventions and minimize the cost? This session will provide some practical tips and affordable solutions on how to increase counseling resources without "breaking the bank".

**CEU-91: Intervention Strategies for Professionals Working With Sex Offenders**

**Yegan Pillay:** Assistant Professor  
Ohio University  
**Earl Stump:** Psychologist  
Private Practice  
**Covia Boyd:** Graduate Student  
Ohio University

Are you familiar with intervention strategies when working with sex offenders? With constant revisions to the laws governing sex offenders and an increasing emphasis on treatment, this session will provide an opportunity for you to expand your knowledge-base as it relates to understanding the demographics and the typologies of sex offenders. In addition, assessment, treatment, relapse prevention and counselor self-care strategies will be presented which will add to your repertoire of counseling strategies when counseling sex offenders.

**CEU-92: Counseling At Risk Students in an Alternative Setting**

**Rebecca Boyle:** School Counselor  
S. Euclid Lyndhurst City Schools  
**Bruce Thomas:** Educational Consultant  
Summit County ESC

Over the past several decades, there has been an increase in alternative education programs. These have become a viable resource in reaching at risk youth who may otherwise not graduate from high school. Many times, these students have many needs that cannot be addressed effectively in the public high school setting. This program will delineate the characteristics of alternative learners and what mental health supports are necessary for their academic success, and subsequently the success of the alternative environment.

**CEU-93: Being a Girl Rox! - Evidenced-Based Strategies to Address the Critical Issues Impacting Adolescent Girls**

**Lisa Hinkelman:** Director & Adjunct  
Assistant Professor  
OSU- Interprofessional Commission of Ohio  
**Marte de Wilde:** School Counselor,  
Columbus Arts and Technology Academy  
OSU- Interprofessional Commission of Ohio

Empowering girls requires more than telling girls they are smart and beautiful, rather it requires that girls have the opportunity to learn new skills and experience themselves successful in various domains. With the multiple pressures that girls experience during adolescence it is imperative that empowerment programs address the gender based constraints society places on girls as well as the opportunity to try out new skills and behaviors in a safe and supportive environment. We will share an evidence based empowerment program that teaches girls about body image, gender roles, dealing with harassment, sexual violence, relational aggression, career development and leadership.

**CEU-94: Publishing in the Journal of Counselor Practice: Suggestions from the Editorial Board**

**Jason McGlothlin:** Associate Professor  
Kent State University  
**Victoria Kress:** Professor  
Youngstown State University  
**Jake Protivnak:** Assistant Professor  
Youngstown State University

In this session, members of the editorial board of the Ohio Counseling Association's journal, Journal of Counselor Practice, will provide practical suggestions for successfully navigating the journal's publishing process. General tips and strategies for writing and developing manuscripts will also be provided. Participants will be provided with ample opportunity to ask questions related to the journal's publishing process.

**W-95: Addressing the Needs of Students with Physical Disabilities: What's a School Counselor to Do?**

**Kerry Sebera:** Assistant Professor of Counseling  
University of Cincinnati

Students with physical disabilities face unique challenges as they navigate their school, career, and life paths. However, many times these children—and their families—are uncertain where to turn for help. While school counselors have the best intentions, they may not feel competent in understanding the needs of these children and how to best address them. Attendees will learn about individual & group counseling, whole-school intervention & prevention programming, and working with student-specific teams, to best meet the needs of students with physical disabilities. The presenter will share her professional and personal experience as a mom, as well as provide time for interaction.

**CEU-96: Acclimating Transfer Students from Community College to a Four-year Residential University**

**Luke Tse:** Associate Professor of Psychology  
Cedarville University  
**Kimberly Delaney:** Secretary  
Northern State University  
**Laura Connolly:** Human Resource

Students transferring from community colleges with about a semester's worth of credits represented approximately 20% of the overall university enrollment (Romano & Wisniewski, 2003), and this trend appears to be on the rise (Szelenyi, 2002). Using a qualitative methodology, we queried 23 transfer students at a private, residential university in Ohio concerning their transfer experiences. These included appreciations for distinct orientation programs for transfer students, uncertainties of impact on graduation associated with credit transfers, selection of majors, and academic advising. Analyses of comments and suggestions for improvements of services to transfer students are discussed. (Advanced)

**CEU-97: New Twist in Bibliotherapy: Creating Groups (FOR ALL AGES) Using Thematic Children's Literature**

**Peterann Siehl:** Retired Faculty Emeritus  
BGSU  
**Candace Jordan:** Vocational Rehabilitation Counselor  
State of Virginia

Bibliotherapy is an effective counseling technique. Sharpen your skills with new bibliotherapeutic tools that will aid in innovative group creation. Attend an interactive session and create a group that can be instantly facilitated in your counseling setting.

**CEU-98: Men, Women, and the Co-Independent Epidemic: Helping Clients Achieve Interdependence and Healthy Emotional Intimacy**

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

Relationships are in trouble. Many people who seem to have it "all together" in career, friendships, and parenting struggle to make intimate relationships work. Having spent hundreds of hours with individuals and couples in troubled intimate relationships, the presenters have developed effective treatment strategies for helping people confront their vulnerability and learn to tolerate the discomfort inherent in taking true emotional risks with others. In this workshop, you will learn the dynamics of the Co-Independent relationship and proven treatment strategies for helping clients find true intimacy with their partners. Reproducible handouts will be provided.

**W-99: Freshmen Focus - a Guidance Curriculum for Transitioning Students into High School**

**Jill DeRamo:** School Counselor  
West Branch Local Schools  
**Jana Stewart:** School Counselor  
West Branch Local Schools

Freshmen Focus is a year long transition program, in which the freshmen students are paired up with one teacher and three upperclassmen student leaders. The student leaders are responsible for providing the day to day guidance lessons to the freshmen with the help of the mentor teacher. There are a total of 10 units that incorporate topics beginning with how to survive in high school to, including many topics that help school counselors meet the needs of their students in regards to academics, personal/social needs, and career readiness. A "Freshmen Focus" program helps counselors not just implement another program, but "change the culture" of their school. The students learn skills they can use both in and out of the classroom. Topics include: Why is there a need for this program; how to implement a transitioning program; selecting/training student leaders and teachers; funding for a program; organizing an orientation camp; designing a year long curriculum and how to assess this program.

**CEU-100: Risk Management: Protecting Your License and Reputation**

**Renee Kolecki:** OMHCA President  
**Bob Wilson:** OMHCA President-Elect  
**Jodi Jones:** OMHCA Past President

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

**W-101: You've Got The Power (Curriculum for 5th & 6th Graders Addressing Diversity, Self-Respect, Respect of Others & Relationship Building)**

**Carmella (Mikki) Micallef:** Co-owner  
YOU'VE GOT THE POWER, Inc.  
**Francie Rousseau:** Co-owner  
YOU'VE GOT THE POWER, Inc.

The presenters have developed a curriculum for 5th and 6th graders which includes participation in several activities. These activities encourage students to discover, decide and do activities in which they find a POWER within themselves to respect themselves and others.

**W-102: The Advisory Program-Partnering with Faculty**

**Patricia Brubaker:** Director of Counseling  
Gilmour Academy

In an ideal universe, the counselor student ratio would be such that it would allow each student the personalized attention he/she deserves. In reality, this is rarely the case. An advisory program is one of the most effective ways to personalize each student's experience creating opportunities for students to connect comfortably and meaningfully with at least one adult in school. The advisor can help the student with goal-setting, decision-making, and become the first line in identifying concerns that might otherwise go unidentified. This session will examine the ways in which counselors and teachers can partner within an advisory program to provide academic/social/personal support for all students. The presenter will examine various models of advisory programs, look at ways in which advisors and counselors can partner together to provide support to students, and share ways that counselors take on the role of school leaders as they guide teachers in their roles as advisors.

Notes

**CEU-103: Counseling the Millennial Student Using Social Networking Websites**

**Abbey Carter:** Counseling Intern  
The Ohio State University  
**Marjorie Adams:** Professional Counselor, GAA  
The Ohio State University

This presentation will define Web 2.0 and the effect it has on the generation of the students we see currently in college and younger. This generation has been called Millennials, Generation Next, the Net Generation, and Generation Y. This presentation will discuss the unique challenges of working with students from this generation and will explore the interpersonal struggles that these students face. This presentation will also explore some of the fears of using internet and/or technology in the counseling session and some of the risks associated with this use. Discussion amongst attendees will generate new ideas for counselors working with Millennials and technology.

**W-104: What to Expect Your First Year of Professional School Counseling: So Much More than a Job**

**Amy Binkley-Dils:** School Counselor  
Twin Valley South Schools  
**Angel Rhodes:** Assistant Professor  
University of Dayton  
**Haidee Weaver:** School Counselor  
**Ami Brinley:** School Counselor  
DECA

Are you relatively new to the school counseling field or are you transitioning to a different school? If so, this presentation is for you! Being a new school counselor and transitioning can be an overwhelming experience. In this presentation you will hear from school counselors from urban, suburban, and rural demographic areas covering varying counseling aspects regarding the K-12 curriculum. You will learn practical skills and techniques to assist you with this process. Hear what schools counselors surveyed in Ohio have said about their first year experiences, job duties, and expectations. Leave this session feeling excited and prepared to embark on your new journey as a professional school counselor.

**CEU-105: From the Womb to the Tomb: The Impact of African American Development Across the Lifespan on Counseling Success**

**Demetra Taylor:** Clinical Supervisor  
APDS  
**Moriba Kelsey:** Clinical Director  
APDS

A new perspective on the developmental cycles for the African American population will be introduced spanning the life cycle from pre-conception to "sunset". Helping professionals will be encouraged to provide interventions appropriate to recognized developmental stages or "stuck points" within these stages. The goal is to broaden the knowledge base of one's counseling skills to help minimize potential negative labeling and/or diagnoses with this population.

**CEU-106: Narrative Supervision: Co-creating Supervisee Stories of Success**

**Michelle Hinkle:** Doctoral Candidate  
Kent State University  
**Travis Schermer:** Doctoral Candidate  
Kent State University

Presenters will share 5 specific narrative supervision techniques that can be used to encourage supervisee self-reflection regarding how they want to "story" their clinical work and professional identities. Presenters will use an original DVD to show attendees demonstrations of each technique, and enhance dialogue of the supervision tactics.

**CEU-107: Supervision for the Chemical Dependency Counselor Supervisee**

**Stephanie Calmes:** Graduate Assistant  
The University of Toledo  
**John Laux:** Associate Professor  
The University of Toledo  
**Ross Chaban:** Counselor/Owner  
Health Connections Counseling Services

This program informs attendees about the unique

issues involved with providing chemical dependency counseling supervision. Specifically, we will discuss issues regarding counselors' personal chemical dependency recovery status, the ethical challenges of working in inpatient/residential settings, and the treatment differences for persons who are diagnosed with both a substance abuse/dependence and other mental health diagnosis. Finally, the presenters will provide supervisors with interventions and techniques to assist their supervisees to successfully navigate these issues and challenges. (Advanced)

**CEU-108: A Child's Grief: Love, Loss, and Bereavement**

**Layla Kurt:** Doctoral Student, Graduate Assistant  
University of Toledo  
**Lori Worline:** Doctoral Student  
University of Toledo

When children experience the death of a loved one or another type of personal loss, they often experience confusing feelings of abandonment, helplessness, despair, anger, anxiety, guilt, and fear. This session is designed for school and community counselors who work with children to help them understand their feelings of grief and loss through activities that can easily be utilized in a variety of settings. Topics that will be discussed include loss, grief, trauma, and the bereavement process, difficulties that can arise during the healing process, and activities that counselors can utilize to help children heal from grief.

**W-109: Now What? A Survive and Thrive Guide for Elementary School Counselors**

**Kathy Moore:** Essex School for the Gifted Coordinator  
Worthington City Schools  
**Dan Girard:** Principal Slate Hill Elementary  
Worthington City Schools

Too often, school counselors complete their master's programs, land their first school counseling job, and then ask themselves: "Now what?!" Very little has been written to help counselors navigate the choppy seas of program implementation. Join Kathy Moore, recently retired Worthington Schools elementary counselor, as she shares the highlights of her book, *Now What: A Survive and Thrive Guide for Elementary School Counselors*. Hear the story of how a school that faced many challenges became a National Blue Ribbon School within 7 years largely because of the guidance program described in *Now What?* Gain access to a ready to use program implementation guide that will simplify your life.

**CEU-110: Assessing Older Adults: Getting a Clear Clinical Picture**

**Penny Minor:** Doctoral Student  
Kent State University

As the older adult population grows, so does the need for counselors who can accurately and confidently evaluate their mental health needs. The most common psychiatric disorders associated with aging, dementia, depression, and anxiety, may be challenging to assess due to their shared features and sometimes co-existent relationships. Through the use of current research and case studies, this presentation will explore the necessary elements of a comprehensive assessment, identify differential diagnostic clues, and offer an overview of treatment planning for the special needs of older adults.

**CEU-111: Feminist Theory and Group Work: Preventing Eating Disorders Among Adolescents**

**Mandy Knipp:** Therapist  
Southern Ohio Behavioral Health  
**Wendy Rankin:** Doctoral Student  
Ohio University

Adolescents are the most at risk population for the development of eating disorders, and many factors contribute to the development of eating disorders, such as peer pressure, media influence, and parental influence. Although, treatment for eating disorders can be effective the process can be very extensive. The goal of this presentation is to take a preventative approach to eating disorders by applying components of the feminist theory to group work with adolescents.

**CEU-112: Combining Counseling with Suboxone in the Treatment of Opioid Addiction**

**Carol Agnew:** Doctoral Candidate  
Ohio University  
**Christine Suniti Bhat:** Assistant Professor  
Ohio University  
**Tom Davis:** Professor  
Ohio University

This presentation provides a model grounded in best practices for combining counseling services for clients obtaining medical treatment in an office-based opioid addiction program. The project described is collaborative between the physicians' office and a counselor education program and is funded by the local 317 Board. Practical issues, challenges, and evaluation strategies required by the funding agency and used for program improvement will be discussed. (Advanced)

**CEU-113: Experiences of Prejudice Among Individuals in African American and Caucasian Interracial Marriages: A Q-Methodological Study**

**Patricia Schaefer:** Clinical Counselor  
Self-employed

Results will be presented from a Q-Methodological Study of twenty interracial married couples. Demographics and how they have affected the results of the study will be discussed. Excerpts from audio taping relating to prejudice will be presented to stimulate discussion among the audience. Multicultural competencies will be discussed relating to working with this population. The audience will be asked to share personal experiences as therapists working with this population or with friends or as a member of an interracial union. (Advanced)

**CEU-114: Risk Assessments & Pre-Hospitalization Evaluations**

**Emily Ribnik:** Emergency Mental Health Therapist  
Coleman Professional Services

It is inevitable that at some point in either community or private practice, you will have a client that is experiencing suicidal and/or homicidal thoughts, extreme psychosis, or mental health decomposition. This presentation will provide you with information and tools for doing an initial risk assessment on your clients, how to manage low-risk clients on an outpatient basis with support plans, and how to link with appropriate emergency services and psychiatric facilities for high risk clients who are not safe to be alone or to be released in to the community. You will gain additional understanding of the process of pre-hospital evaluations and inpatient voluntary/involuntary referrals.

**CEU-115: Military Children in Ohio's Schools**

**LTC Robert Bramlish**  
Ohio National Guard

There are over 35,000 military children and youth in Ohio. Most are quietly mixed into the general school population. Over 50,000 Ohioans have deployed since September 11th, 2001. Over 14,000 Ohio National Guard members have deployed to over 36 countries in this same time period. While our military youth have all the same general concerns and issues as other youth; the deployment of a loved one overseas, in harm's way for up to 14 months at a time adds to their burdens. All our military youth struggle to manage their parents deployment with varying levels of success. What is common, is many do not share their parent's with teachers or counselors. They in essence "silently suffer". This presentation will discuss the issues above and the many programs offered to all Ohio military kids and families administered or supported by the Ohio National Guard Family Programs.

**W-116: Record Keeping Made Easy for School Counselors**

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

Keeping progress notes is becoming a reality for school counselors. This workshop will present a practical and time efficient method of maintaining appropriate records for school counselors. The workshop will also provide time for feedback from participants to improve the proposed methods.

Notes

# NEW LOWER RATES

## ON PROFESSIONAL LIABILITY INSURANCE FOR MEMBERS OF ACA AND ITS STATER CHAPTERS WITH CPH AND ASSOCIATES\*

### ACA and State Chapter Member Rates

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

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

### Non-Member Rates

Professional Liability Rates	\$1,000,000 \$3,000,000	\$1,000,000 \$5,000,000
Category A	\$115	\$117
Category B	\$180	\$184
Category C	\$320	\$326

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

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

### CUSTOMER SERVICE.

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

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

[www.cphins.com](http://www.cphins.com)



**PLAN TO ATTEND THE FOURTH  
ANNUAL COUNSELOR  
LEGISLATIVE ADVOCACY DAY  
APRIL 22, 2010.**

**PLAN TO ATTEND THE 27TH.  
ANNUAL ALL OHIO  
COUNSELORS CONFERENCE  
NOVEMBER 3-5, 2010.**

NOTES

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## Hotel Registration Form

(Please complete and mail or fax immediately)  
**DEADLINE: OCTOBER 13, 2009**

Reservations made after October 13, 2009 or if block is full, rate is subject to availability and increase.

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

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

**Circle room type requested.**

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

**NOTE: These rates are applicable on November 4 and 5, 2009 only. Reservation requests must be accompanied by a deposit equal to the first and last nights' room rate plus 16.75% tax or guaranteed with major credit card.**

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

Number of People to Occupy Room: \_\_\_\_\_  Wheelchair Accessible Room

Nonsmoking Room  Smoking

Name: \_\_\_\_\_ Arrival Date: \_\_\_\_\_

Address: \_\_\_\_\_ Departure Date: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_ Additional Guest: \_\_\_\_\_

Telephone: ( \_\_\_\_\_ ) \_\_\_\_\_

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

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

MasterCard  Visa  American Express  Carte Blanche/Diners Club  Discover  JCB

Card Number: \_\_\_\_\_ Exp. Date \_\_\_\_\_

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

Name of Credit Card Holder \_\_\_\_\_ Signature of Card Holder \_\_\_\_\_

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

- Actual names for additional persons must be received by **Monday October 19, 2009**.
- Check-in time after 4:00 p.m. Check-out time is 12:00 noon. Occupancy tax is subject to change.
- Cancellation or modification of reservation must be made at least 48 hours prior to arrival to avoid forfeiture of deposit. Ask for and retain cancellation number until you receive refund of deposit or credit to credit card.
- No charge for children under 18 when sharing room with parents and using existing bed space.
- All hotel accounts are subject to credit arrangements at time of registration and payable at departure.

## All Ohio Counselors Conference Registration Form

**DEADLINE: OCTOBER 26, 2009**

Save Time by  
**REGISTERING AND PAYING ON-LINE**  
 at  
[www.ohiocounseling.org/aocc.htm](http://www.ohiocounseling.org/aocc.htm)

# OR

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

### ON-LINE REGISTRATION

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

### PAYMENT FOR REGISTRATION BY MAIL

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

### ON-SITE REGISTRATION

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

### MEMBERSHIP IN OCA, OSCA

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

I am a member of:

OCA  OSCA  Joining at this time  Not a member

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

Last Name: \_\_\_\_\_

First Name: \_\_\_\_\_

First name as you would like it on name badge: \_\_\_\_\_

Employer: \_\_\_\_\_

Address: \_\_\_\_\_

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

County: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

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

# All Ohio Counselors Conference Registration Form

**DEADLINE: OCTOBER 26, 2009 • CONFERENCE FEES**

## OCA/OSCA Member Rates

Both Days	\$120
Thursday Only	\$80
Friday Only	\$80

## Nonmember Rates

Both Days	\$165
Thursday Only	\$110
Friday Only	\$110

## Student Rate

One or Both Days	\$50
Thursday	Friday

## Retired Rate

One or Both Days	\$50
Thursday	Friday

## Meal

Lunch, Awards Ceremony & Luncheon Speaker (.5 CEU) - Thursday \$25  
(Southwestern Penicilline Ribbon Pasta With Tricolor Peppers Tossed in a Mild Cajun Butter & Cream Sauce), Vegetable, Mixed Field Greens & Tiramisu Torte.

Please indicate any special needs:

## All Day Pre-Conferences - Member Rates

A1. Kress/Hoffman (CEU)	\$75
A2. Young/Kaffenberger (CEU)	\$85
A3. Ingersoll (CEU)	\$75
A4. Kukor (CEU)	\$75
A5. Nailor (W) (Half Day)	\$50

## All Day Pre-Conferences - Nonmember Rates

A1. Kress/Hoffman (CEU)	\$100
A2. Young/Kaffenberger (CEU)	\$110
A3. Ingersoll (CEU)	\$100
A4. Kukor (CEU)	\$100
A5. Nailor (W) (Half Day)	\$75

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

### Member/Nonmember Rates

E1. Piazza (CEU)	\$35/\$50
E2. Granello (CEU)	\$35/\$50
E3. Huss (CEU)	\$35/\$50
E4. Rhodes/Wood Dupler/Tolone Simonton (CEU)	\$35/\$50
E5. Osborn/Bradley Hutchins (CEU)	\$35/\$50
E6. DiLallo (CEU)	\$35/\$50

TOTAL AMOUNT DUE \$ \_\_\_\_\_

*CEUs: You earn one licensure board Clock Hour for each hour spent in CEU specified sessions.*

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

### Thursday

<b>9:00 - 10:00 a.m.</b>	Sessions 1 - 12	1st Choice _____	2nd Choice _____
<b>10:20 - 11:50 a.m.</b>	Sessions 13 - 24	1st Choice _____	2nd Choice _____
<b>2:15 - 3:15 p.m.</b>	Sessions 25 - 36	1st Choice _____	2nd Choice _____
<b>3:35 - 4:35 p.m.</b>	Sessions 37 - 48	1st Choice _____	2nd Choice _____
<b>4:50 - 5:50 p.m.</b>	Sessions 49 - 60	1st Choice _____	2nd Choice _____

### Friday

<b>8:30 - 9:30 a.m.</b>	Sessions 61 - 74	1st Choice _____	2nd Choice _____
<b>9:50 - 11:20 a.m.</b>	Sessions 75 - 88	1st Choice _____	2nd Choice _____
<b>11:35 - 12:35 p.m.</b>	Sessions 89 - 102	1st Choice _____	2nd Choice _____
<b>12:50 - 1:50 p.m.</b>	Sessions 103 - 116	1st Choice _____	2nd Choice _____
<b>2:05 - 3:35 p.m.</b>	Closing/Keynote Session	_____	_____

Place Stamp Here

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

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

# OHIO COUNSELING ASSOCIATION

## MEMBERSHIP FORM 2009 - 2010

Last Name \_\_\_\_\_ First \_\_\_\_\_ Middle Init. \_\_\_\_\_

Home Address \_\_\_\_\_ Street \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_

Present Position \_\_\_\_\_ Employer \_\_\_\_\_

E-mail Address \_\_\_\_\_

License  LPC  LPCC  SCHOOL COUNSELOR

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

### CHAPTERS (select one)

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

### ROLE(S) IN WHICH WILLING TO SERVE:

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

### OCA MEMBERSHIP TYPE

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

### DIVISIONS

OACES (Ohio Association for Counselor Education & Supervision)	<input type="checkbox"/> Professional <input type="checkbox"/> Student/Retired	\$20.00 \$10.00
OAMCD (Ohio Association for Multicultural Counseling & Development)	<input type="checkbox"/> Professional <input type="checkbox"/> Student	\$15.00 \$7.50
OMHCA (Ohio Mental Health Counselors Association)	<input type="checkbox"/> Professional <input type="checkbox"/> Student	\$25.00 \$12.50
OCDA (Ohio Career Development Association)	<input type="checkbox"/> Professional <input type="checkbox"/> Student/Retired	\$20.00 \$10.00
OASGW (Ohio Association for Specialists in Group Work)	<input type="checkbox"/> Professional <input type="checkbox"/> Student/Retired	\$15.00 \$7.50
OSCA (Ohio School Counselor Association)	<input type="checkbox"/> Professional <input type="checkbox"/> Student/Retired	\$40.00 \$15.00
OASERVIC (Ohio Association for Spiritual, Ethical & Religious Values in Counseling)	<input type="checkbox"/> Professional <input type="checkbox"/> Student	\$10.00 \$5.00
ALGBTICO (Assn. for Lesbian, Gay, Bisexual & Transgender Issues in Counseling of Ohio)	<input type="checkbox"/> Professional <input type="checkbox"/> Student/Retired	\$10.00 \$5.00

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

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

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

**OHIO LEGISLATIVE INFORMATION:**

Senator \_\_\_\_\_

Representative \_\_\_\_\_

Bd. of Ed. Rep. \_\_\_\_\_

To contact OCA: Call (614) 833-6068  
 Email: ocaohio@yahoo.com  
 Website: www.ohiocounseling.org



## Ohio School Counselor Association Membership Form

Mail this page to the address below.

Ms.  Mrs.  Miss  Mr.  Dr.

Name \_\_\_\_\_

Email Address \_\_\_\_\_

Home Address \_\_\_\_\_ County \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Home Phone (\_\_\_\_) \_\_\_\_\_ School Phone (\_\_\_\_) \_\_\_\_\_

School District \_\_\_\_\_

School Building \_\_\_\_\_

School Address \_\_\_\_\_ County \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

**Check one:**

Renewal  Do NOT release my name and address to other organizations who may request it.

New member

### CHECK TYPE OF MEMBERSHIP

- PROFESSIONAL \$40
- ELEMENTARY COUNSELOR
- MIDDLE/JUNIOR HIGH COUNSELOR
- HIGH SCHOOL COUNSELOR
- COLLEGE/UNIVERSITY COUNSELOR
- VOCATIONAL SCHOOL COUNSELOR
- SPECIAL NEEDS COUNSELOR
- OTHER \_\_\_\_\_
- STUDENT \$15
- RETIRED \$15
- OCA \$90
- ASCA \$115

AMOUNT ENCLOSED \$ \_\_\_\_\_

Make checks payable to OSCA and mail to:  
 Iris Sutherland  
 PO Box 194  
 Doylestown, OH 44230  
 Phone: 1-800-680-9414  
 E-mail: osca@neohio.twcbc.com

Visit our Website: [www.ohioschoolcounselors.org](http://www.ohioschoolcounselors.org)

**NOTE: Your OSCA membership will be valid for 1 year from date of enrollment**

OSCA may compile a database of counselors who feel, as a result of extensive training or experience, they may be useful to others advisors on special issues. If you feel you qualify to offer yourself as an advisor indicate below.

- Eating Disorders
- Group Activities
- Community Relations
- Staff Development
- Conflict Resolution
- Sexual Harassment
- Ethical Issues
- Career Guidance
- Legal Issues
- Child Abuse
- Parent Training
- Grief Counseling
- Other \_\_\_\_\_

Would you be willing to serve actively in an OSCA leadership role? If so, indicate your area(s) of interest below:

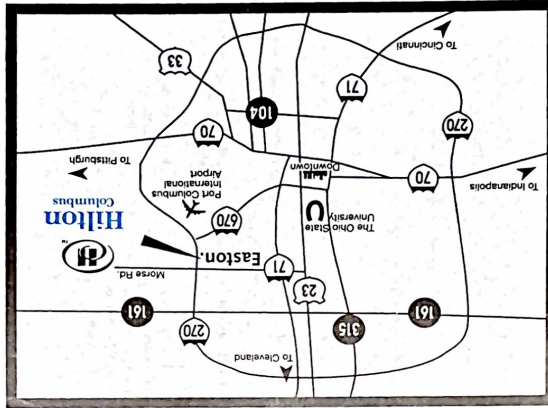
- Public Relations
- Membership
- Newsletter
- Grants
- Career
- Human Rights
- Officer Positions
- Other \_\_\_\_\_
- Government Relations
- Interprofessional Relations
- Prof. Standards & Ethics
- Awards
- Elem/Middle School Concerns
- Retired Counselors/Archives

FROM THE SOUTH: Take 71 North to 70 East and 71 North. Follow 71 North to 670 East. Exit at Easton (Exit 33). Follow 670 East to 270 North. Exit at Easton (Exit 33). Turn left at the top of the ramp to cross 270. The Town Center is on your right after the first traffic light.

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

FROM THE EAST: Take 70 West to 270 North. Exit at Easton (Exit 33). Turn left at the top of the ramp to cross 270 on the Easton Bridge. The Town Center is on your right after the next traffic light.

FROM THE NORTH: Take 71 South to 270 South/East. Exit at Easton (Exit 33). You will be traveling on Easton Way. Turn left at the top of the ramp after the next traffic light.



## Directions to the Hilton Columbus



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

NON PROFIT ORG.  
 US POSTAGE  
 PAID  
 COLUMBUS, OH  
 PERMIT #692

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

*If you receive multiple copies of the brochure, please share with colleagues or have them visit us at [www.ohiocounseling.org/aocc.htm](http://www.ohiocounseling.org/aocc.htm)*