**Thursday**

**12:45-1:45**

Blue Ridge Room

**Imagine you're a rosebush**

Elizabeth Shoop, MA in counseling from Radford University, LPC

Overview of developmental trauma including: definition, variables affecting development, dynamic of trauma, insight and understanding of children when they exhibit signs of developmental trauma. Provide training for the development of skills in order to identify developmental trauma and formulate an effective treatment plan.

1. Offer insight and understanding into the numerous variables that affect a childâ€™s ability to function within the home and school that may be relevant to help those children labeled as â€˜defiantâ€™ or â€˜badâ€™.  
2. Uncover the complex dynamic that lies within developmental trauma.  
3. Bring to light the unconscious stigma of child resiliency, uncovering the underlying traumatic issues of rejection, abandonment, self-esteem, loneliness, and abuse that children experience daily during their development.

Dominion Room

**Incorporating TeleMental Health into your practice: Implications and Considerations**

Ularisi Green-Baker, Doctorate in Counseling

Moving from grief to hope can be a complicated transition. This is where we find our clients who are struggling with infertility but wanting to start a family. This presentation will help you understand the journey of this type of family. In addition we will discuss the tools that you as a therapist can use to help them feel empowered and not defeated.

By the end of this presentation each participant will:  
1. Have an understanding of the journey taken by those experiencing infertility.  
2. Be able to help couples move through their infertility grief to a point of considering a different plan for growing their family.  
3. Will have knowledge of other options for growing a family.  
4. Understand what is required to support a family in this process.

Georgian Room

**#WeAreCounselors**

Brandy Smith, LPSC, LPC

Mindfulness meditation is an effective tool for taking care of your mind and heart, for connecting with your deepest wisdom. This highly experiential program is designed for both new and experienced meditation practitioners. Participants will be guided through a series of mindfulness meditation practices that will give them the tools and momentum to work effectively with clients/patients and to get their own daily meditation routine going.

Participants will:  
1. Gain a core understanding of the emerging science on the effects of mindfulness practice for mental and physical well-being.  
2. Learn and develop practical skills of mindfulness meditation, including methods for deepening concentration and focus.  
3. Understand the basic definition of mindfulness and "anchors" of how to use the practices in the clinical application of their work with clients.  
4. Learn methods for deepening and integrating more mindful awareness into ordinary daily activities.  
5. Relate the practices to personal well-being and self-care practices.

Lexington Room
Women, Caregiving and Career: Pre-K to Grey
Amie Manis, PhD, LPC, NCC, ACS

It is well-documented that the population is “graying,” leading numerous organizations to call for an increase in healthcare professionals with specific training in providing care to older adults. This education session will focus on the role that counselors should play to enhance the mental health and well-being of older adults.

Participants will review demographic changes that will impact the number of older adults who would benefit from mental health services. Participants will identify barriers to older adults’ utilization of mental health services and strategies to offset the barriers in counseling practices. Participants will analyze current research related to aging well and consider how a positive psychology of aging should be used in gerontological counseling.

Mount Vernon Room

VCA Foundation Grantsmanship 101
Susan Dye, EdD in Counselor Education, University of Virginia, LPC Virginia

Many foster and adopted children have experienced significant trauma and loss. These children come to new families with deep wounds and difficult patterns of behavior that parents are often unprepared for. Attachment theory provides both a theoretical basis and practical approach for helping families become a place of belonging.

Participants will • Learn about the development of attachment relationships • Recognize the impact of trauma and loss on brain development • Practice observing and making inferences about behavior and emotional needs • Consider how attachment theory informs intervention • Describe intervention strategies for working with foster and adoptive families

Stratford Room

Assisting Clients (and Yourself) with Job Burnout
Tonya Osmond, EdD, LPC, LCPC

Refugee populations have few effective mental health programs that promote amelioration of trauma symptoms and adjustment to U.S. society. In this presentation, the researchers report on their data and experiences researching and developing a community-based program tailored to the cultural and religious characteristics of the Burmese refugee population in Virginia.

Learning Objective 1: Attendees will describe how to research this population within the context of their culture and religious values. Learning Objective 2: Attendees will articulate the benefits and challenges of the culturally-adapted strategies in the ethnic minority research. Learning Objective 3: Attendees will extrapolate how the findings from this community-based study apply to counselors and school counselors who work with a refugee population from a religious background. Learning Objective 4: Attendees will appraise how the findings from this study influence their perspectives on how to work with refugees in their cultural context.

12:45-2:45
Appalachian Room

Thinking in Patters: Developing a systems-based approach to helping families affected by autism
Charles Shepard, MA, LPC
Insurance companies are mandating you, technology is pushing you, community agencies are overwhelmed because they need you, and populations of isolated individuals are left without you. TeleMental Health closes the gaps. Attend to learn how to manage this multifaceted dilemma, expand your knowledge, and walk away with an action plan.

Discuss the growing trends within the field of behavioral health and how TeleMental Health is at the root. Learn about ethical responsibility required of providers of TeleMental Health. Gain practical guidelines needed to develop a plan of action.

Empire Room

A Place to Belong: Counseling foster and adoptive families through the lens of attachment
Sommer George, M.A. in Counseling. Ph.D. student (Counseling and Supervision)

What is the unspoken pain experienced by adolescents. Ten years is the average timeframe between the first initial onset of a mental health disorder for adolescents and their first contact with treatment.

This one-hour presentation and discussion will examine the most prevalent mental health challenges facing adolescents. *Statistics specific to suicide, non-suicidal self-injury, eating disorders, substance use, anxiety and depression will be discussed. *Current research demonstrating most effective evidence-based practices for suicidal ideation, non-suicidal self-injury, eating disorders, substance use, anxiety, and depression for adolescents will be examined and discussed. *Statistics and an examination regarding the number of adolescents who receive treatment vs. number of adolescents who do not receive treatment and why. *Examination and discussion on how mental health is being identified and addressed within school systems.

Piedmont Room

How to Meet the Needs of a Diverse Population through Counseling Groups
Kelly Carruthers, Master's of Science in School Counseling

Emotional Freedom Techniques (also known as EFT or “Tapping”) combines the use of ancient Chinese acupressure with modern psychology, providing the client with often immediate results. This informative presentation explains what EFT is, how it is used, the empirical research that supports its efficacy, and why it works. Learn how you can use EFT with your clients who suffer from issues such as PTSD, self-esteem, depression, phobias, pain, stress, overeating, and anxiety, to name a few. The session will conclude with a brief interactive demonstration of EFT Tapping for overall well-being.

#NAME?

Regency Ballroom East

Mindfulness for Counselors: Clinical and Personal Applications
Alan Forrest, Ed.D., LPC, LMFT

Over-functioning for others and under-functioning for self remains a powerful yet under-developed counseling area. Known as codependence, this clinical issue remains limited in definition/research; nevertheless, addressing this interpersonal + intrapersonal dynamic is useful. This psycho-educational session focuses on 4 visual tools and 25 skills to cultivate Your Healthy Self.

â€¢ Learn an organized way to educate clients about codependent behaviors and healthy management of those behaviors. â€¢ Help clients understand the importance of a healthy self. â€¢ Learn four visual tools to cultivate a healthy self. â€¢ Learn skill sets in four areas to cultivate a healthy self: Facing Illusions, Detaching, Setting Healthy Boundaries, and Developing Spirituality.

Regency Ballroom West
Courageous Stories about Race and Resiliency
Marsha Riggio, Ph.D., NCC, LPC

The ACA Code of Ethics requires that counselors embrace diversity and support clients through a multicultural approach to counseling (p. 3). Under the umbrella of diversity and a multicultural approach to counseling is understanding gender identity and how to support clients in the exploration and acceptance of their gender identity. Gender identity is comprised of an interaction between biological sex, gender expression, and identity (Robbins & McGowan, 2016). This presentation will focus on debunking the differences between gender identity, sexual orientation, and biological sex.

1) Understand the similarities and differences between gender identity, sexual orientation, and biological sex. 2) Become familiar with developmental theories of gender identity. 3) Discuss how to build inclusive practices for gender identity in school and community settings.

Theatre Room

Trauma-Sensitive Support for Youth
Donna Dockery, Assistant Professor of Counselor Education, VCU

This workshop looks at the relationship of substance abuse disorders with early childhood trauma. Particular focus is on the issue of treatment failures and the need to focus attention on both the trauma and substance use when treating individuals in a counseling or therapeutic setting.

1. Participants will be able to identify the relationship between trauma and use of substances and be able to apply principles of effective research evidenced practice. 2. Participants will be able to apply principles of trauma treatment and substance usage in a way that synthesizes the methodology in order to be effective in treatment of clients suffering from dual diagnostic issues. 3. Participants will be able to identify early childhood antecedents and risk factors the leave individuals open to both trauma and substance abuse. 4. Participants will be able to identify and apply counseling intervention that addresses both a clients narrative and explicit memory issues.

12:45-2:45

Crystal Ballroom

Lessons from Wisdom Teachers: First Person Accounts of Healing and Transformation
Annmarie Early, PhD, LMFT

According to the ACA code of ethics spirituality is important. For clients with attachment injuries, current literature on attachment discusses conceptualizing God as an attachment figure. Research-based interventions related to the emotion regulation function of seeking proximity to God will be applied.

Participants will: 1. Identify an ethical approach to integrating spirituality in counseling. 2. Conceptualize God as a primary attachment figure. 3. Discuss the prevalence and impact of attachment injuries in the maintenance of psychopathology. 4. Apply interventions designed to facilitate emotion regulation and movement towards a secure autonomous attachment style.

2:00-3:00

Blue Ridge Room

Utilizing Your Digital Toolbox
Michelle Hallahan, MS, NCC, Resident in Counseling

Attachment theory is a valuable conceptual framework for counseling young adults and promoting healthy relationships. This session includes a brief introduction to adult attachment theory, descriptions of healthy relationships, and experiential activities counselors can use with young adults. Presenters will share about consultation with the military regarding sexual violence prevention.
1. Participants will gain a basic understanding of adult attachment theory and its impact on the development of healthy relationships. 2. Participants will learn strategies for working with an individual or couple to enhance their self-awareness and relational narratives. 3. Participants will gain knowledge of available resources and sexual violence prevention programs.

Chesapeake Room

**Your Healthy Self: Skills for Working with Codependent Behaviors**

Nancy L Johnston, LPC, LSATP, MAC, NCC

Need funds for a counseling project or initiative? Members of the VCAF grants committee will share tips for writing comprehensive and subsequently successful proposals. Previous grant recipients will share experiences and outcomes followed by a Q&A. A list of funded grants and a checklist and scoring rubric will be available.

Participants will learn purposes of VCAF grants. Participants will learn strategies for submitting successful grants. Participants will learn the elements of the rubric for evaluation of grant submissions. Participants will become familiar with a check list to develop a reasonable time line for grant activities. Participants will learn about the activities and outcomes of successfully funded VCAF grants from grant recipients. Participants will obtain answers to their questions about the purpose of VCAF grants. Participants will receive encouragement to submit or resubmit proposals to fund their counseling projects.

Dominion Room

**Home-Based Counseling: Considerations and Recommendations to the New Counselor or Supervisor.**

Kevin Doyle, Doctoral Candidate in Counselor Education and Supervision and M.A. in Community Counseling

This session will explore the links between Jeffrey Arnett’s (2000) conceptualization of emerging adulthood and Irvin Yalom’s (1980) four ultimate concerns. Participants will learn to support the important developmental work of emerging adulthood by integrating existential psychotherapy into their counseling work with college students.

1. Present key aspects of Emerging Adulthood as a developmental stage. 2. Present key themes of Existential Therapy. 3. Discuss how existential concerns are likely to affect the college-aged population/emerging adults. 4. Explore ways to integrate an existential perspective in working with college-aged population/emerging adults.

Georgian Room

**Reflections: 30 Years in School Counseling--Lessons Learned**

Dwight Porter, Educational Specialist, LPC, NCC

This enthusiastic session will energize your spirits for starting a successful social skills group for elementary boys. Discover an amazing evidence-based approach for teaching positive behaviors that can help with the most difficult students. Our session will provide helpful handouts, tips to begin this in your school, and of course door prizes!

1. Participants will be aware of research behind the heavy need for working with at-risk male students. 2. Participants will brainstorm other educators they can collaborate with for this type of boy’s group. 3. Participants will have an understanding, and an easy to use plan to begin a social skills group for at-risk males in their school. 4. Participants will walk away feeling energized!

Lexington Room

**Using technology to engage students in classroom guidance lessons**

Evelyn Steege, Master of Education in School Counseling, Alabama State University, Bachelor of Arts Classics, UVA
Homelessness is prevalent in the United States. Research suggests unique determinants of homelessness that inhibit access to basic needs and increase the potential for violence and trauma. Public awareness and support will promote social change. Workshop attendees will learn to define the homeless culture, address prejudices, and dispel myths.

Participants will:
1. Define the Homeless Culture
2. Understand the connection between social stigma, unemployment, substance abuse, imprisonment and mental health disorders
3. Discuss and contrast the implications of current statistics for the homeless population in the United States and in Virginia.
4. Discuss the major risks associated with homelessness
5. Collaborate and discuss proposed advocacy plan
6. Identify the significance of cultural competency and social justice strategies to increase awareness for persons experiencing homelessness.

Mount Vernon Room
Homelessness: Defying Social Stigmas through Counselor Advocacy
Keaghan McAcon, B.A., M.S., Chi Sigma Iota Rho Eta Chapter President

The presenters will provide an overview of the intersection of career and care giving for women across the lifespan that is grounded in theory, research, and experience. Resources to support wellness for caregivers (whether clients or self), workplace policy innovation, and advocacy strategies will also be addressed.

*Explore intersection of career and care giving roles for women across the lifespan
*Expand participants' knowledge of theory and research regarding women, care giving and careers across the lifespan
*Identify resources and supports for women balancing career and care giving across the lifespan, as well as those for whom care is being provided
*Raise awareness of employment policy innovation and advocacy strategies
*Empower participants of any gender with increased awareness, knowledge and skill of the intersection of care giving and careers for women across the lifespan

Stratford Room
Mission Transition – Exploring Postsecondary Opportunities and Accommodations
Caren Phipps, MS, CVE, LPC, LMFT

This session will examine how counselors anywhere on the spectrum of faith/spirituality/atheism integrate the ACA Code of Ethics and the ASERVIC Competencies into work with clients. The unique challenges of different approaches to including spiritual and religious issues (or not) will be explored as well as strategies for successful practice.

1. Attendees will learn how the ASERVIC Competencies and the ACA Code of Ethics direct counselors in working with clients at any point on the spectrum of faith/spirituality/atheism.
2. Attendees will learn about research regarding spiritual, religious, and secular topics in counseling.
3. Attendees will learn about possible challenges in incorporating religious and spiritual approaches.
4. Attendees will learn strategies for working with clients at different places on the spectrum of faith/spirituality/atheism.

Theatre Room
The Detrimental Effects of Developmental Trauma
LaConda Fanning, PsyD LPC RN ACS

This presentation brings one back to the devastating earthquake in Haiti on January 12, 2010, which exposed Haiti’s lack of preexisting mental health services. When low-income countries experience emergency situations through conflicts or natural disasters, these humanitarian crises are presented as opportunities to build back better mental health systems. Critical issues and innovative care delivery models aimed at reducing the burden of mental illness for LICs are examined.
Learning Objective 1. Why do emergencies present as opportunity to build better mental health systems, which, according to WHO (2013), are nearly nonexistent in LICs such as Haiti? Learning Objective 2. How does understanding LICs Trauma Signature (TSIG) help identify risk factors for post-disaster mental health consequences such as PTSD and MDD? Learning Objective 3. What type of delivery care model is recommended in LICs? How will barriers to mental health services be addressed in LICs with the goal of reaching long-term sustainability?

4:15-5:15
Appalachian Room

Wellness and Client Development During Pregnancy
Joy Mwendwa, Ph.D. Old Dominion University, Professional Counseling, Assistant Professor of Counseling at Liberty University

In adherence with the ACA Code of Ethics, a counselor serving pregnant women should become the client’s advocate. We propose that an informed grasp of developmental challenges, psychoeducation skills, resource collection, and multicultural competency are all crucial aspects of the counselor’s role as advocate in promoting the pregnant client’s wellness.

Through this presentation on advocacy for the transitioning mother, the attendee will be equipped with: 1. A greater understanding of the magnitude and variety of the client’s life stage, including social, psychological, and physiological components. 2. A proposal for the use of psychoeducation as an integral tool in preparing the client, promoting wellness, and combating future complications. 3. A call for the importance of the counselor’s resource collection in being able to refer and equip the client to approach her circumstances holistically. 4. An emphasis on the necessity of multicultural competence in adequately establishing the therapeutic alliance and implementing helpful counseling techniques.

Blue Ridge Room

Advanced and Creative Case Conceptualization
Lisa Sosin, PhD, LPC, LLP, BACS

In the following session, presenters will review the history of the counseling field and its relationship to other helping professions. We are eager to explore the unique role counselors serve in the broader mental-health field and the possible reasons to pursue a PhD in a Master’s level profession.

1. Review the history and growth of the counseling profession 2. Identify the counseling profession’s relationship to other disciplines, such as social work and psychology 3. Clarify what is meant by the term master's level profession and possible consequences associated with this terminology. 5. Explore possible reasons for earning a PhD in a Master's level profession 6. Recognize major trends among PhD programs 7. Articulate some of our interests and reasons for pursuing a PhD

Chesapeake Room

A Leap of Faith: Exploring How Counselors Integrate the ACA Code of Ethics and ASERVIC Competencies into Practice
Kathleen McCleskey, PhD in Counselor Education and Supervision; NCC

Professionals who seem successful may also be experiencing job burnout. Burnout is the result of multiple, chronic stressors that occur over an extended period of time. Left unattended, burnout can cause problems with job performance, interpersonal relationships, and physical and mental health. Career counselors are also not immune from job burnout, so knowing the signs and what to do about it is important for your clients as well as yourself.
1. Understand the difference between stress and burnout. 2. Recognize the signs of job burnout. 3. Develop strategies for avoiding or dealing with job burnout.

Crystal Ballroom

The Sudden Death of a Student, Faculty Member or Community Member: A School Counselor’s Role
Leigh Ann Hamlin, M.Ed. Counselor Education

School counselors are notably one of the first responders to a crisis on a school campus. Largely a part of the school’s crisis team, the school counselor is expected to help sort information, reassure the students and faculty, and provide additional grief and loss resources. This presentation will explore the school counselor’s role in helping to heal a school community after a death. It will also serve as a platform for open discussion.

1) Discuss various school crisis team interventions 2) Learn counseling strategies when working with grieving faculty members, parents and students 3) Provide information on how a suicidal death impacts the school counselor’s role 4) Provide resources for grief and loss counseling within a K-12 setting 5) Time for an open platform and discussion among audience members will be provided

Dominion Room

Blurred lines of presence and protection: Social media and ethical implications
Karen Raymond, MS, NCC, LPC (NC), Doctoral Student

Bipolar disorder is a prevalent mental health disorder which has negative social stigmas both in the United States and cross-culturally. Public awareness and support is needed to foster advocacy for this population. Attendees will learn an overview of bipolar disorder and examine an advocacy plan to support bipolar clients internationally.

1. Understand causes and symptoms of Bipolar Disorder 2. Examine stigmas of Bipolar Disorder in the United States and other cultures 3. Explore counseling interventions used with Bipolar patients 4. Collaborate and discuss proposed multicultural advocacy plan for Bipolar population 5. Identify the significance of cultural competency and social justice strategies to increase awareness for clients diagnosed with Bipolar Disorder.

Empire Room

The Unspoken Pain of Adolescents
Megan Hines, Licensed Professional Counselor

This session will explore emerging research suggesting that smartphones can serve as an attachment object. It will look at attachment theory and what it means developmentally for young adults. The new technology contained in smartphones is relatively new and counselors should be aware of its potential implications, good and bad, when working with young adults.

1. Present information on the impact of smartphones in young adults' lives through an attachment lens 2. Identify ways counselors can mitigate potential harmful effects of smartphones to wellness 3. Discuss potential strategies to use the advanced technology of smartphones to clients' advantages

Georgian Room

Through an Attachment Lens: Helping Young Adults Develop Healthy Relationships
Kristy Koser, Kristy Koser, LPC, LPCC

The purpose of this presentation is to provide information on transition planning for students, to include those students with disabilities. Topics such as high school vs. post-secondary rights and responsibilities, alternative career options, WIOA and Pre-Employment Transition Services, and how to access support services and resources will be addressed.
1. Recognize differences between IDEA and ADA and how to effectively negotiate the accommodations process 2. Understand alternative programs and resources for students with disabilities and how to navigate access 3. Help students explain their disabilities and needed accommodations 4. Discover alternative postsecondary education and employment options for students after high school

Lexington Room

**Have You Gone Gray? Making the Case for Gerontological Counseling**
Matthew Fullen, Ph.D., M.Div., LPCC (OH)

A recent retiree reflects on "the good, bad and ugly" in the school counseling profession. His love for children and school counseling, helps him to share ideas, opinions—how he made it through to retirement, obstacles faced, and motivations to sustain the next generation of young counselors.

Objectives: To strengthen the role of school counselors through highlighting what we do and how we do it. To encourage support for school counselors not just among counselors, but also among teachers and administrators. To help motivate others to always strive to do their best. To remind counselors of their reason for coming into this business.

Mount Vernon Room

**A Multicultural Examination of Counselor Advocacy for Bipolar Clients**
Patrice Parkinson, B.S., B.A., Chi Sigma Iota-Rho Eta Chapter Member

Social media and digital technologies permeate our daily lives. Through a review of the ACA and ASKA ethical guidelines and discussion around professional communication, learn ways to have the necessary online and social media presences to connect with the public, while still maintaining counseling ethical and confidentiality standards.

Session Learning Objectives: 1. Identify and define various social media and digital presence 2. ACA and ASKA guidelines regarding technology 3. Discussion of privacy and protection 4. Considerations to maintain ethical guidelines and confidentiality.

Piedmont Room

**Recognize, Rate, and Reflect on Group Leadership Skills**
Richard Silvey, Licensed School Counselor

Let's talk about our stories of resilience; how we find strength in our intersections of race, culture, ethnicity, gender, sexual orientation, religious identities; and how a multidimensional lens can help us with our clients. Session includes a round table narrative discussion with attendees and invited guests.

1. Clinicians and students will learn how to broach topics around race, culture, ethnicity, gender, sexuality, religion, and other demographics. 2. Clinicians and students will learn more about their own resiliency identity and understand the parallel process for their clients as well. 3. Clinicians and students will learn about their own intersectionality dynamics and how this impacts their work with clients. 4. Clinicians and students will learn how to add value to the counseling session by using a narrative approach.

Regency Ballroom East

**What to Do When You Don't Know What to Do**
Jon Winder, LPC, LSATP

Counselors have a role in integrated care at homeless shelters. I review opportunities for counselors to be part of improved ways to help individuals with mental health issues experiencing homelessness. I also review gaps in delivery of mental health services to this population and advocacy ideas to close these gaps.
1. The magnitude and nature of homelessness and mental health issues in the United States.
2. The limitations of the current system of delivering counseling services to people experiencing homelessness.
3. Research-based modes of counseling service delivery, with an emphasis on CCIS.
4. A proposal for counseling services to the homeless that integrates current research and provides opportunities for counselor training.

Regency Ballroom West

Murals of Pain, Hope, Fear, and Resilience: Unaccompanied Undocumented Latino Youth As Seen Through Their Eyes, Their Art, and Their Stories.
Melissa Deaton Cook, LPC, NCC, ACS

The collaborative therapist as an audience to clients’ stories, empowers them to become author-ities, and more involved in the construction of their own healing stories while also using storytelling principles to construct and share stories that heal. Key elements in the use of narrative practices will be covered

1. To utilize systemic, solution-focused and social constructionist ideas in the construction of useful guidelines for therapy.
2. To introduce ideas which will stimulate the evolution of new techniques in therapy and empower therapists to utilize and apply their creativity in such situations.
3. To generate therapist interest in “sense-of-self,” the introduction of uncertainty to our therapist constructions, and a willingness to take a reflecting position to ourselves and our work.
4. For participants to feel that the principles they have evolved for effective practice can fit into this model.

Theatre Room

Creating Opportunity after Crisis: Examining the Development of the Post-Earthquake Haitian Mental Health Care System
Nancy R.F. Miller, PsyD, LPC, LMFT, NCC, PsyD, LPC, LMFT, NCC, Licensed School Psychologist and Counselor

The Rosebush technique is an expressive art activity often used with children in play therapy, and can be useful with adolescents as well. Participants in this experiential presentation will learn about the technique, and then experience it firsthand. Yes, you can be a rosebush too! Counselors will leave with a new therapeutic tool that can bring fresh elements of imagination and creativity to their work with clients.

1. Participants will learn a brief origin and history of The Rosebush technique.
2. Participants will learn how to conduct the technique.
3. Participants will be led through The Rosebush activity by the presenters and experience it firsthand.
4. Participants will receive a written outline and list of references.
5. Participants will be able to use The Rosebush activity with their clients in their work setting.

7:30-8:30
Regency Ballroom West

Morning Mindfulness Practice Group
Alan Forrest, Ed.D., LPC, LMFT

Dialectical Behavior Therapy (DBT), developed by Marsha Linehan, is designed build resiliency and replace poor coping skills with healthy adaptable coping skills allowing the individual complex trauma survivor to withstand trauma processing without risking re-traumatization. Through skill building, survivors integrate “acceptance” and “change” to find a “life worth living!”
Objectives: â€¢ Participants will learn trauma-informed techniques consistent with the International Society for the Study of Trauma & Dissociation Phase- Orientation treatment approach. â€¢ Participants will learn 3 specific DBT skills interventions related to Mindfulness for use with complex trauma-survivors. â€¢ Participants will learn 3 specific DBT skills interventions related to Distress Tolerance for use with complex trauma-survivors. â€¢ Participants will learn 3 specific DBT skills interventions related to Emotional Regulation for use with complex trauma-survivors. â€¢ Participants will learn 3 specific DBT skills interventions related to Interpersonal Effectiveness for use with complex trauma- survivors.

8:30-9:30
Appalachian Room

From grief to hope: the journey after infertility
Kimberly Harrell, M.Ed., LPC, NCC, ACS

I have been a school counselor for 20 years and I was a teacher for 10 years before that and every year I strive to make my classroom guidance lessons engaging and useful. This year I learned some technology I would love to share with others. I have never seen middle school students so engaged. It would work for elementary as well if you have access to computers. Bring your device and prepare to have fun. I am willing to share lessons in a variety of topics that I am eager to share from anti bullying to career.

to engage students in classroom guidance to create meaningful classroom guidance lessons to use technology to help counselors

Chesapeake Room

Attachment Injuries, God Attachment, and Emotion Regulation: Strategies for Moving Towards Attachment Security
Anita Knight, PhD, LPC

As with most things, doing therapy can often be very frustrating, and probably the worst time is when the therapist does not know what to do with the client. This, in a way, is the therapistâ€™s nightmare. We feel like we are failing our client and ourselves. There are many ways to approach and think about this situation. This workshop will introduce therapists to a compendium of perspectives and new skills that will get them through these tough times. Participants will learn strategies that will enable them to maintain the therapeutic relationship and provide hope for the clients.

1. Identify 11 major factors that create change
2. List 5 areas of therapeutic difficulty
3. Learn 12 solutions for working with difficult clients
4. Learn ways to work with:
   a. Overwhelming problems
   b. Troubled therapeutic relationships
   c. Unmotivated and challenging clients
5. Be able to know when it is okay not to know and then what to do
6. Process an ethical dilemma with a client

Crystal Ballroom

Profile of a Virginia Graduate and Implications for School Counselors
During the 2016 legislative session, the Governor and the General Assembly supported the development of a Profile of a Virginia Graduate (POVG) through the introduction and adoption of legislation which directed the Board of Education to redefine the expectations of high school graduates in the Commonwealth. The Profile describes the knowledge, skills, competencies, and experiences students should attain during their K-12 education to make them “life-ready.” Beginning with the freshman class of 2018-19 new requirements for graduation will be in place. School counselors and a comprehensive school counseling program will be essential in delivering the services to students to meet the expectations of the POVG. This session will discuss the new requirements and the importance of the work of school counselors in delivering these services.

Learning Objective #1: Attendees will understand certain requirements of the Profile of a Virginia Graduate (POVG) that relate to the school counseling profession. Learning Objective #2: Attendees will understand how a comprehensive school counseling program aligns with the expectations of the POVG requirements. Learning Objective #3: Attendees will be able to understand and retrieve appropriate resources to assist them with meeting expectations.

Dominion Room

**PHD-ing in a Master’s Level Profession**

Stewart Nafziger, MA, Resident in Counseling

Research affirms the value of parents working with their child to identify, reflect on, and use their strengths. Children create habits of self-reflection, develop self-affirming language, and identify what is important to them. Archiving information into Personal Progress Plans promotes positive career readiness attitudes and decreases anxiety about their futures.

1. To introduce the concept of a child-conceived and created Personal Progress Plan (PPP)
2. To promote parents working with their child to identify his or her strengths
3. To review the research and literature that support the strength of children and parents working together
4. To share ideas of how parents work best with their child at home
5. To develop language for what children are good at, what they enjoy, and what is important to them so that anxiety levels go down when thinking about their futures
6. To discuss ways the parents can document their own findings about their child's progress toward their future goals

Empire Room

**The Smartphone as an Attachment Object: Implications for Counseling Young Adults**

Angela Pezzella, M.A., Ed.S. Candidate at James Madison University

Technology is infiltrating the world of counselor supervision as it has in so many other areas of the profession. This session will explore the various methods that technologies can enhance the process of counseling supervision for both the supervisee and the supervisor. Legal and ethical issues will be explored and best practices in the field will be reviewed.

To increase counselor supervisors' abilities to integrate helpful technology into their practice via ethical and legal best practices. To provide overviews of available technologies and how to use such technology appropriately in the supervisory process.

Georgian Room

**Practicing Existential Psychotherapy with College Students**

Katie Long, MA in Counseling Student
Comprehensive assessment, case conceptualization, and treatment planning are the foundation of ethical and effective counseling and (Sperry, 2012) and require sensitivity to client’s personal and cultural context (ACA Code of Ethics, 2014). In this presentation, attendees will learn and practice an approach to case conceptualization that is collaborative, creative, multi-culturally sensitive, and strength based.

In this presentation attendees will: 1. Learn a creative, collaborative, strength-based, and multi-culturally sensitive assessment process that provides a foundation for ethical and effective treatment planning with children, adolescents, adults, partners, and families 2. Practice the method 3. Dialog about the method

Lexington Room
Gender Identity 101: Building Inclusive Practices
Jennifer Keith, PhD, LPC, NCC

By exploring both clinical and practical concerns in the development and implementation of an Animal Assisted Therapy (AAT) program, the presenters will share real world experiences in successfully incorporating AAT into a college counseling center. The highlight of this presentation will involve a live role-play of a therapy dog working with a client.

Participants with leave this workshop with: 1) Knowledge of relevant research on AAT and evaluating the effectiveness of interventions 2) Ethical, safe and effective AAT interventions specific to clinical population and areas of interest 3) Barriers and solutions to issues arising in the clinical and agency applications involving the therapeutic inclusion of animals

Mount Vernon Room
A Home for the Spirit: Integrating Counseling into Services for the Homeless
John Rogers, Graduate Student, Clinical Mental Health Counseling M.A./Ed.S. program, James Madison University

This session will offer three personal accounts of working with direct transmission from indigenous healers and wisdom teachers. These embodied learnings broaden the horizon for healing beyond the limits of symptom reduction and offer a potential pathway forward for counselors looking to enrich their work and their life.

1. To introduce specific teachings from three distinct wisdom teachers as they apply to the profession of counseling. 2. To identify specific ways that ancient wisdom traditions can inform our understanding of symptoms and healing. 3. To link ancient wisdom tradition teachings to current neuroscience findings. 4. To discuss applications of these teachings in our work and our life 5. To introduce specific practices offered by these teachers.

Piedmont Room
Bam! I’m Here, Now What? A Creative and Collaborative Social Skills Group for Elementary Boys
Kate Lubrano, Professional School Counselor, M.Ed.

Numerous research studies have revealed a variety of benefits of Animal Assisted Therapy (AAT). This workshop will review the benefits of AAT, the process for establishing AAT in your practice, and some basic AAT techniques that are applicable to a variety of clinical settings.

Upon completion of this workshop, participants will: 1. Discuss the definition, benefits, and application of Animal Assisted Therapy. 2. Explain the steps necessary in preparing for and implementing an Animal Assisted Therapy component to their practice. 3. Identify the legal and ethical guidelines related to Animal Assisted Therapy. 4. Practice Animal Assisted Therapy techniques that are useful in a variety of clinical settings.

Regency Ballroom East
Wellness in Supervision: Using Supervision to Promote Counselor Wellness
Kevin Doyle, Doctoral Candidate in Counselor Education and Supervision and M.A. in Community Counseling

Group therapy offers clients hope, support, and an opportunity to change. Introducing the P.E.T.S. technique is a grounding activity where clients learn to explore themselves from a physical, emotional, thinking, and spiritual perspective. This holistic perspective incorporates mindfulness, inspires change, and supports unity within the group environment.

1. Recognize the need for holistic care in the recovery process 2. Acquire skills and ability to facilitate client understanding of holistic recovery 3. Apply P.E.T.S. in the group environment to increase client engagement and cohesiveness within the group

Regency Ballroom West
Responding to the needs of the Burmese refugee population in Virginia.
Sally Goh-Lau, Ph.D., M.A.

This presentation will review the construct of cultural humility and how it can be emulated within a counseling relationship with diverse clients. The presenters will reveal and discuss a newly constructed instrument that measures cultural humility from the counselor’s point-of-view. A discussion regarding the implications of cultural humility will follow.

1) Participants will receive an overview regarding the origin and current literature on cultural humility. 2) Participants will learn information about a newly constructed scale that measures cultural humility from the perspective of the counselor. 3) Participants will be informed about data collected from the sample used in the study. 4) Participants will brainstorm differences between cultural humility and cultural competence within the counseling relationship.
Stratford Room
Using technology to enhance student success in college and career choice
Rachel Angel, M.Ed, NCC

Social justice advocacy is essential to counselor professional identity and function. Loving-kindness meditation, an effective practice for enhancing positive emotions, aims to cultivate unconditional kind attitudes toward oneself and others. This session will review an approach to integrating loving-kindness as a practice that enhances social justice advocacy among counselors.

Through didactic and experiential methods, participants will be able to: 1. Incorporate social justice and advocacy competencies into personal and professional practice. 2. Employ loving-kindness meditation as a method of developing peace, justice, and sustainability. 3. Assess current social justice and advocacy work to identify ways to expand these competency areas. 4. Critique the practice of loving-kindness meditation as an approach to increase social justice and advocacy. 5. Identify areas for further research and practice.
Theatre Room
Trauma Informed Treatment and Dual Diagnosis
Benjamin Keyes, PhD, EdD, LPC, NCC, CCMHC

Professional counselors with strong training in family-systems theory and practice have unique opportunities to assist individuals and families affected by autism by seeing, naming, and changing relational patterns to help families create a nurturing environment that improves the odds that the member affected by autism can reach their potential.
Attendees of this presentation will learn: 1.) How to depathologize an individual affected by autism by prioritizing strengths over deficits, seeing problems as originating as solutions, and looking for relational patterns to shift rather than individual behaviors to change. 2.) Common family patterns that manifest with families that have an autistic member. 3.) Unique takes on established techniques for application with families affected by autism.

**Friday**

**12:45-1:45**

Chesapeake Room

**Who is Taking Care of Counselors?**

Michelle Wade, Presenter has an doctorate of education in counselor education and supervision, is licensed as a LPC in VA, and also holds the NCC, ACS, and DCC credentials

**Positive and negative forms of religious coping have been posited to moderate the links between minority stressors and psychological outcomes.** The presenters of this session will discuss topics related to minority stress and the role of religious/spiritual coping, specifically for individuals who are sexual minorities.

**Dominion Room**

**Intergenerational Trauma and Oppression in the African American Community**

Samelia Spencer, Samelia Spencer BA QMHP

We work with diverse clients in our daily practice. Do we know if these clients have documentation to learn, work and fully participate in this country? For people without documentation, the process of coming out to a professional is difficult because of fear and uncertainty of how the disclosure will be used for or against them. This session will give you the tools to understand and support these clients through their education, work, and livelihood in the U.S.

Learning objective include the following: 1. Understand the basic vocabulary, language, and laws associated with undocumented clients 2. Discuss the availability to resources in Virginia to support undocumented clients 3. Analyze our practice and setting to determine the climate  4. Create initiatives to improve support for undocumented clients.

**Mount Vernon Room**

**Balancing Change and Acceptance: DBT-Informed Skills for Complex Trauma Survivors**

Josie Olson, MA, LPC, NCC, CCMHC, RPT, BPCC, DAPA, Certified Traumatologist, DBTC (pending paperwork)

Counselor Educators and Supervisors face a variety of ethical challenges when working with students and supervisees. This presentation will address a number of unique situations that may be encountered in both face-to-face and electronic situations, including supervision issues related to trauma.

1) Explain key ethical concepts for supervision and education from the ACA Code of Ethics (2014, Section F). 2) Discuss the steps of the ethical decision making model and its application. 3) Engage the audience by presenting ethically challenging situations and encouraging them to use the ethical decision making model in order to come to a conclusion that is consistent with the ACA Code of Ethics.

**Regency Ballroom East**

**The Vital Roles of Counselors in Times of Disaster**

Lennis Echterling, Ph.D. in Community Mental Health
This session will provide counselors a unique car analogy approach to empowering self and others to get into the driver’s seat of their lives and accelerate toward optimal well-being and success. This session will explore the common areas in which people find themselves stuck in park on the road of life, as well as creative ways to shift into drive.

Participants will: 1. Learn how to assist self and others in cleaning out items stored in your trunk that keep you from moving forward, as well as what specifically should be stored in your trunk in times you feel you are about to break down or need a boost. 2. Learn the types of fuel people tend to run on and how to use supreme fuel to ensure a smoother life journey. 3. Learn ways to give yourself mental tune-ups. 4. Identify ways to engage in regular maintenance to enhance your overall performance. 5. Identify ways to ignite your inner spark and get your drive back. 6. How to develop and maintain a clear vision for our future. 7. How to stop blowing smoke and accelerate toward the life you desire. 8. How to shift your mindset to be able to reframe detours as opportunities. 9. Learn the importance of staying in your own lane by focusing on your path, not making needless comparisons, and setting healthy boundaries with others. 10. How to adjust your thought frequency. Many people drive through life tuned to stations they don't want to hear but feel powerless to change. 11. Learn how and when to make "you" turns to fulfill your inner drive.

Theatre Room

Counselor Supervision: Using the Integrated Developmental Model â€“ Supervisor and Supervisee Experiences
John Harrichand, M.A., Ph.D. Student, Resident in Counseling (VA)

Most counselors have heard of the basic concepts of attachment theory including secure, insecure and disorganized classifications. Attachment patterns are remarkably stable over the lifespan, but they can also change. This presentation introduces the concept of earned secure attachment and provides clinical strategies to help anyone increase their attachment security.

Understand and explain the concept of earned attachment security. Utilize clinical interventions that help clients improve attachment security. Summarize scientific research supporting the clinical application of attachment interventions.

12:45-2:45
Appalachian Room

Conceptualizing Minority Stress, and the Role of Religious/Spiritual Coping for Spiritual Sexual Minority Individuals
Monica Band, CRC, NCC, Doctoral Candidate, Counselor in Residence (VA)

This session emphasizes ethical principles of remediation, clarification of challenges in remediation, and conceptualization of the remediation process.

Participants will: 1. Review ethical principles, concepts, and strategies for remediation of counselors-in-training. 2. Identify current best practices and resources for ethical remediation. 3. Develop ways of enhancing remediation efforts of trainees under the care of the counselor educator.

Blue Ridge Room

Going to the Dogs: How to Develop an Animal Assisted Therapy Program
Trent Davis, PhD, LPC, CSAC

In working with trauma, counselors are often faced with ethical dilemmas such as autonomy and client welfare; competency; boundary concerns. This workshop will provide an opportunity to dialogue about these dilemmas. We will discuss the reactions of the counselor as part of the ethical decision making process.
Increase knowledge about the nature of trauma. Identify how ethical and clinical practice can be influenced by the nature of trauma as well as our own reactions. Provide an opportunity for counselors to discuss their experiences in working with trauma. Identify what specific guidelines are needed in the ethical decision making process when working with this client population.

Crystal Ballroom

**Healing Stories and Stories that Heal**

William "Wally" Scott, Ph.D., LPC, LMFT

*Certificate? Associate’s? Bachelor’s? What’s the right path for me and how do I get there? You help students answer these questions every day. Attend this session to experience several new resources designed to help you empower students to make the decision that’s best for them.*

Participants will be introduced to several new resources that can be used with students to begin discussing the different post-secondary options. Using the resources will create an open dialogue between the counselor and the student and thus, increase the effectiveness of counseling students on what education to pursue after high school. The resources are available in a variety of formats, including workbooks, interactive infographics and online mini-courses. Each resources was created with the goal of increasing student awareness of different post-secondary options, the benefits of receiving education after high school, the costs associated with education and the financial resources available to students.

Empire Room

**DV and PTSD in children: An exploration of how domestic violence affects children, trauma related diagnosis and therapeutic approaches for treatment.**

Joan Hudson, Licensed Professional Counselor.

*Child sexual abuse and trafficking is an epidemic in our society, yet many who suffer from this trauma remain undetected and mislabeled due to lack of knowledge regarding victim identification and intervention. There is a clear need for professionals to understand warning signs and disclosure expectations, as well as the importance of intervention techniques and collaborative care for victims.*

Participants will learn statistics regarding sexual abuse and trafficking victims in the United States. Participants will learn indicators and intervention techniques for child sexual abuse and trafficking. Participants will be become familiar with the similarities and differences between indicators and intervention strategies for child victims of sexual abuse and trafficking. Participants will learn about the mental health symptoms of trauma - acute and long-term. Participants will be provided with information and resources to assist survivors of child sexual abuse and trafficking.

Georgian Room

**Theoretical InACTmeant**

Stewart Nafziger, MA, Resident in Counseling

*Session will help counselors assist religious/spiritual clients with subsequent shame, guilt, and distress that may accompany them when presenting with problematic pornography use. A combination of empirical and clinical experiences will be presented and discussed (e.g. role of shame proneness and hypersexuality, role of self-compassion, relevant clinical experiences, etc.).*
By the end of this session participants will be able to: 1. Distinguish between clients with problematic pornography use and those for whom it is not causing clinically relevant impairment 1a. Summarize how religious/spiritual clients may experience negative emotions due to pornography use 1b. Explain the hypothesized role of guilt and shame in problematic pornography viewing 2. Articulate the role that shame plays for clients identifying as religious/spiritual 3. Identify the role self-compassion plays and how/when to use this as an appropriate and meaningful clinical intervention

Lexington Room

Please Donâ€™t Forget the Â“Tâ€ (in LGBTQ, That Is!): Understanding and Collaboratively Advocating for Trans Individuals
Radha Horton-Parker, Ph.D., NCC, NCSC

This session will focus on how group counseling can be incorporated into the private practice setting. Obstacles to providing groups will be examined in order to facilitate increased openness to the provision of this effective approach in private practice. Examples of successful groups will also be presented.

Participants will: 1) Learn minimum standards for the provision of groups in private practice 2) Understand how to go about setting up groups in the context of a private practice 3) Identify obstacles to the provision of group counseling and how to overcome them 4) Consider how to market the group approach in order to enhance private practice service delivery

Piedmont Room

Group Counseling Program for the Development of Body Image Resilience
Sarah Dunleavy, Second year Counselor Education graduate student, Virginia Polytechnic Institute and State University

The purpose of this session is to provide counselors with an adolescent psycho-educational group program based on Laura Hensley Choateâ€™s Body Image Resilience (BIR) Model. This model is designed to foster client development of healthy body image and/or to prevent body image dissatisfaction (BID). Choate outlines strategies for counselors to build upon adolescent strengths and their ability to use family and peer support, gender role satisfaction, global and physical self-esteem, critical thinking skills and holistic wellness and balance. These are incorporated into a psycho-educational group design to support counselors interested in facilitating body image resilience in adolescents (group may also be applicable to pre-adolescent and young adult groups).

-Define body image -Describe the rationale for developing a body image resilience group and outline the impacts of negative body image -Outline Laura Hensley Choate's 5 factors that contribute to the healthy development of body image or body image res

Regency Ballroom West

Relational Cultural Theory (RCT): Can it be Black and White?
Melvin E. Pride, PhD, LPC, NCC

Disasters, large-scale accidents, and mass violence create crises for entire communities. Counselors can perform vital roles in promoting resilience through outreach services, community education, consultation with leaders, support for first responders, and follow-up interventions. Handouts will include detailed information on resources, strategies, and practical techniques for counselors responding to disasters.
At the conclusion of this session, participants will be able to: 1. Describe the unique and vitally important roles that counselors can perform on disaster response teams. 2. Summarize specific disaster response strategies, such as outreach services, community education, consultation, psychological first aid, and follow-up services. 3. Demonstrate awareness of practical techniques for promoting community resilience, such as educating citizens through brochures, online announcements, newspaper articles, television and radio programs, social media, volunteer training, and school programs.

Stratford Room

UndocuAlly
Dannette Gomez Beane, MAEd

**African American males are experiencing an identity crisis due to racial trauma. This identity crisis can enter the therapeutic relationship and counselors must help clients resolve it. This program integrates Cross' Theory of Nigresence and Narrative Therapy, thus, guiding African American male clients through their racial identity development.**

1. Participants will understand Cross™ Theory of Nigresence. 2. Participants will integrate Cross™ Theory of Nigresence and Narrative Therapy into Counseling African American males. 3. Participants will understand the impact of explicit and vicarious trauma on African American males. 4. Participants will be guided in reconstructing African American males™ narrative regarding their Racial Identity Development. 5. Participants will be guided through a case scenario utilizing Cross™ Theory and Narrative Therapy with a client reconstructing his Racial Identity.

2:00-3:00

Chesapeake Room

**Get Your Drive Back: Steering Yourself and Others to Optimal Well-Being and Success.**

Rachel Carter, LPC, Author

**Who am I? Do I matter?** These common teenage questions have become increasingly complex as social media takes such a central role. Our presentation considers the interplay between social media and adolescent depression, including ways to engage teenagers in this conversation, and help strengthen their sense of self. Participants will: â€¢ Learn about ways that adolescents are using social media. â€¢ Consider what the current literature says about the impact of social media use on mental health, specifically depression in teenagers. â€¢ Reflect on the experience of teenagers whose lives revolve around social media. â€¢ Learn ways to engage with teenagers around this topic, while helping them to build a stronger sense of self.

Dominion Room

**Competence vs. Humility: Can it be problematic to know too much?**

Katharine Sperandio, M.Ed., NCC

This session will explore uncertainty, anxiety, and stress in the current political climate. We will review research and discourse regarding diverse clients™ potential stressors, reactions, and impacts. Strategies for helping clients feel empowered will be offered. Recognizing that counselors may also be impacted, strategies for counselor self-care will be included.

1. Attendees will learn about recent research regarding stress and uncertainty in diverse client populations. 2. Attendees will learn information about post-presidential election stress. 3. Attendees will learn strategies for counselor self-care in times of stress or uncertainty. 4. Attendees will learn strategies to help clients become more empowered in times of stress or uncertainty.

Mount Vernon Room

**Bathroom Legislation: What Does it Really Mean?**
Kerri McCullough, LPC, LCPC, NCC

Self-care is essential in the counseling field to provide effective psychotherapy. Good practices in wellness help to prevent burn-out and compassion fatigue. This presentation will examine self-care, consequences of poor self-care, and best ways to manage personal and professional life.

1) Define self-care  2) Discuss the importance of self-care in professional counseling.  3) Review ACA Code of Ethics (2014) and ethical responsibilities as a professional counselor.  4) Examine consequences of poor self-care in the counseling profession.  5) Discuss supervisors’ role in self-care.  6) Examine ways to balance a counselor’s personal and professional life.  7) Provide best practices for self-care.

Regency Ballroom East

“What Will Happen to Us?” Strategies to Collaboratively Reduce Fear and Anxiety While Promoting Inclusion and Social Justice in an Uncertain World
Radha Horton-Parker, Ph.D., NCC, NCSC

The Integrated Developmental Model (IDM) of Supervision is a useful tool to guide and assess counselor clinical training. This session presents an overview of IDM, practical application of the model, and how the model enhances the supervision process. Participants will interact with IDM and interpret supervisee growth through an IDM perspective.

1) Attendees will gain knowledge on the Integrated Developmental Model of Supervision. 2) Attendees will identify strategies to apply the model in enhancing counseling supervision. 3) Attendees will be educated using the model to interpret supervisee growth.

Theatre Room

Ethical Issues in Working with Trauma
Charlotte Chapman, LPC

Our presentation focuses on how psychoanalysis views theory as practice. We will elaborate on this idea by reviewing the type of social bond shared between analyst and analysand, identifying the function of a clinical act and considering questions of freedom and responsibility.

1. Identify and discuss what may be termed a psychoanalytic act 2. Review literature surrounding what is termed a therapeutic intervention 3. Expand on Lacan’s statement, “theory is praxis itself” 4. Distinguishing between the university discourse and discourse of the analyst 5. Review the existential implications of different types of clinical acts 6. Explore the above referenced points through clinical examples

Appalachian Room

Incorporating Play Into Your School Program and Becoming a School Based Registered Play Therapist
Linda Grubba, M.Ed., SBRPT

Mindfulness is the art of conscious living and being in the present moment; that is, the intentional attending to what is happening right now without judgment or reactivity. The purpose of the morning practice group is to provide an opportunity for participants to have a place to begin their day in stillness and silence. The structure of the 30-45 minute practice group will consist of a welcome, lightly guided period, and silent sitting practice. We are all each other’s teachers; therefore we will conclude with an optional open discussion. Beginners are welcome. This is a gentle way to begin your day.

All participants will:  1. Experience mindfulness practice; and  2. Learn how to integrate it into their personal lives.

Blue Ridge Room
**How are your P.E.T.S?: An interactive group therapy activity to facilitate holistic recovery**

Tara Matthews, PhD, L.P.C., M.A.C.

This session will explore the needs and challenges facing transgender individuals in our society. Varying cross-cultural views of transgender identity will be presented. Via video vignettes and case examples, participants will begin to develop the ability to understand, appreciate, assist, and collaboratively advocate for transgender clients.

Participants will: 1) Become aware of the numerous issues confronting transgender individuals. 2) Learn about diverse views on gender, as found in varying cultures. 3) Gain knowledge regarding how to assist and advocate for transgender clients.

Chesapeake Room

**Therapeutic Being: Applications of Interpersonal Neurobiology in Counseling**

Jonathan Wiley, M.S., Resident in Counseling

In today’s political climate, many individuals may feel marginalized and experience fear and anxiety about the future. This session will explore various counseling approaches (e.g., humanistic, cognitive-behavioral, spiritual/existential) for facing uncertainty in an uncertain world, as well as strategies for collaboratively promoting inclusion and social justice for everyone in our society.

Participants will: 1) Consider reasons why numerous individuals within current U.S. society may be experiencing marginalization, as well as accompanying feelings of fear and anxiety. 2) Explore various approaches (e.g., humanistic, cognitive-behavioral, spiritual) for managing fear and anxiety about the future while living in an increasingly uncertain world. 3) Brainstorm collaborative advocacy strategies for working with “as well as on behalf of” clients from marginalized groups to bring about greater inclusion and social justice.

Crystal Ballroom

**Counselor Advocacy: Supporting Holistic, Student-Centered Learning**

Brandy Smith, LPSC, LPC

A trauma-informed approach begins with understanding the physical, social, spiritual and emotional impact of trauma on the individual, as well as on the professionals who help them.

1. Facilitate an understanding of complex trauma reactions for the consumer and the professional helper. 2. Learn how consumers respond to services, and underscore the importance of trauma-informed approaches, not only through service delivery, but community and systems. 3. Learn how a victim centered approach can be critical to build rapport, trust and develop an understanding of the disclosure process of those who experience trauma. 4. Create a situation in which the consumer feels safe, makes his or her own choices, and feels understood.

Empire Room

**Promoting Posttraumatic Growth in Bereaved Clients: A Developmental Perspective**

Victor Tuazon, MA, NCC

Presenter will outline how prevalent domestic violence is in this country and how children's exposure to domestic violence may be hidden in family secrets. Presenter will discuss symptoms that children may present with during counseling and how as a therapist, one must play detective to discover if child is being affected by domestic violence. The presenter will identify symptoms and discuss related diagnosis. The presenter will discuss the pattern of violence, review how exposure to domestic violence can be considered abuse or neglect and how to engage children and their abused parent in therapeutic process.
1. To discuss the rates of prevalence of children’s exposure to domestic violence. 2. To identify the symptoms associated with children being exposed to domestic violence. 3. To discuss if clinicians view exposure to domestic violence is reportable to Child Protective Services—what does the state mandate about this type of abuse. 4. To discuss how to engage child and guardian or parent in the therapeutic process to address the symptoms associated with the domestic violence. 5. To discuss ways to empower abused parent or caretaker to maintain safety for themselves and their children.

Georgian Room

Interpersonal Reconstructive Therapy: Overview, Evidence, Application
Ken Critchfield, Ph.D.

Using an interactive format, participants will learn the four major components of focal conflicts: Disturbing Motives, Restive Motives, Restrictive Solutions, and Enabling Solutions. Participants will learn how to encourage group members to engage in here-and-now conversations and avoid conversations limited to comfortable subjects that do not elicit interpersonal learning.

Participants will learn what the Focal Conflict is, will understand how members’ anxiety affects the level of participation in the group, will learn the importance to encourage the disturbing motives and to discourage the restrictive solutions.

Lexington Room

The Healing Dialogue in Counseling and Psychotherapy.
Matthew Martin, M.A., Ed.S.

The idea of beginning a private practice can be daunting and overwhelming. Where do you find office space? Who will be your clients? To take health insurance or not to take health insurance? And what about ethics? This presentation will share lesson learned, resources, and tips and suggestions from two professionals navigating the world of private practice.

1) The applicability of the ethical code to private practitioners. 2) Common billing and accounting practices that are needed to ensure compliance with tax codes in the state of Virginia. 3) Considerations for sound clinical practice with minimal supervision.

Mount Vernon Room

Redevelopment: Helping to Reduce Recidivism Among Individuals Utilizing a Human Development Framework
Eugene Tweedy, M Ed. Clinical Mental Health Counseling

Interpersonal Reconstructive Therapy provides a set of principles, grounded in attachment, for understanding client concerns and tailoring treatment to meet their needs. The method uses principles that apply universally, but especially helps with severe and/or complex problems. Introduction to IRT, clinical examples, evidence-base and opportunities for discussion are provided.

Explain how client problems and symptoms can reflect miscued safety and threat system responses to messages from internalized representations of attachment figures and discuss the evidence base supporting this idea. Incorporate findings from the evidence base around IRT theory into clinical practice, especially the importance of considering the impact of patterns established in early attachment relationships.

Piedmont Room

What is focal conflict? What are leaders’ roles in facilitating groups in the school and community setting using focal conflict theory?
Daphne Ingnene, PhD, LPC, NCC
Overall, this presentation provides an in-depth understanding of child abuse and its effects from a biopsychosocial perspective. Various effects of child abuse are explored, such as attachment, throughout the lifespan, utilizing Erikson's psychosocial stages of development. Social and biological effects are also included.

1. To provide counselors and other individuals with an understanding of child abuse from a biopsychosocial perspective  
2. To assist individuals in understanding the effects of child abuse on development throughout the lifespan  
3. To assist individuals in understanding the effects of child abuse on attachment  
4. To provide information on child abuse from the perspective of a uniquely Christian worldview

Regency Ballroom East

Silent Suffering: The Hidden Wounds of Racial Trauma in Children of Color
Ariel Marrero, M.S. in Mental Health Counseling

This dynamic session will be sure to boost and enhance your groups and classroom guidance programs. Tips, and strategies for how to keep your students active and engaged through movement. This interactive and hands-on presentation includes helpful handouts and other materials that you can use in your classroom immediately. Come and enjoy these ideas you can steal!

1. Participants will gain knowledge of the research behind movement and student engagement.  
2. Participants will learn new strategies to engage students in small groups and in classroom guidance.  
3. Participants will practice some new strategies in small groups.  
4. Participants will share ideas that are successful in their schools.

Regency Ballroom West

Empowering Clients in the Face of an Uncertain Political Climate
Valerie Stolicker, M.S

Race-related research has highlighted the traumatic effects that racism, discrimination, and systematic oppression have on children of color. Chronic racial oppression can result in traumatic wounds of internalized devaluation, voicelessness, and rage. This workshop offers a conceptual framework and interventions to address the effects of racial trauma.

After the workshop, participants will be able to: 1. Summarize racial trauma and its impact on youth of color.  
2. Use the racial trauma framework to conceptualize children and adolescent clients.  
3. Create and practice interventions on child cases.

Stratford Room

Integrating Technology into Counselor Supervisor
Susan Leone, LPC, Licensed Professional Counselor, VCA Emeritus member, VCA Foundation member

This session explores how counselors can more fully harness the power of the person-to-person healing relationship with clients. Martin Buber’s philosophy of “I and Thou” as well as other dialogical concepts provide a framework for understanding how to infuse the therapeutic encounter with a sense of expectancy, vitality and possibility.

Being mindful of ethics and standards of practice, this presentation will 1. Highlight the importance in counseling of the person-to-person encounter for creating therapeutic movement; 2. Provide an understanding of the essential interpersonal processes that create the possibility for an “I-Thou” meeting. 3. Identify the developmental origins and relational forces that shape both the “authentic self” and “false self” in important attachment relationships.

Theatre Room

Child Sexual Abuse and Human Trafficking: Comparing and Contrasting Indicators and Interventions
Margaret Anne Dawson, Med, NCC, Resident in Counseling

The ACA Code of Ethics (2014) stresses advocacy as a mandate for the counseling profession. Legislation changes within the United States are beginning to consciously promote prejudice and discrimination that directly impact the counseling profession. The purpose of the presentation is to discuss the implication of legislation for clinical practices.

Upon completion, participant will be able to effectively define “the Bathroom Bill.” Upon completion, participant will be able to identify and describe Ethical Codes associated with such legislation rulings. Upon completion, participant will be able to explain the clinical implications of such legislation, specifically from a culturally responsive lens.

7:30-8:30
Regency Ballroom West
**Morning Mindfulness Practice Group**
Alan Forrest, Ed.D., LPC, LMFT

Dialectical Behavior Therapy (DBT), developed by Marsha Linehan, is designed build resiliency and replace poor coping skills with healthy adaptable coping skills allowing the individual complex trauma survivor to withstand trauma processing without risking re-traumatization. Through skill building, survivors integrate “acceptance” and “change” to find a “life worth living”!

Objectives: â¢ Participants will learn trauma-informed techniques consistent with the International Society for the Study of Trauma & Dissociation Phase-Orientation treatment approach. â¢ Participants will learn 3 specific DBT skills interventions related to Mindfulness for use with complex trauma-survivors. â¢ Participants will learn 3 specific DBT skills interventions related to Distress Tolerance for use with complex trauma-survivors. â¢ Participants will learn 3 specific DBT skills interventions related to Emotional Regulation for use with complex trauma-survivors. â¢ Participants will learn 3 specific DBT skills interventions related to Interpersonal Effectiveness for use with complex trauma-survivors.

8:30-10:30
Blue Ridge Room
**Who Let the Dogs In? Implementing an Animal Assisted Therapy Component**
Robert Kuschel, MS, LPC

This session will provide a practical demonstration of Relational Cultural Theory and its positive impact on cross cultural relationships.

1. Develop a working understanding of RCT 2. Explore the significance of interpersonal connections in professional relationships 3. Explore the significance of intentional vulnerability, openness and communication on challenging long held cultural perspectives.

Dominion Room
**Ethical Conundrums and Decision Making Strategies for Counselor Educators and Supervisors**
Aimee Brickner, Ed.S., Doctoral Candidate

Who is responsible for student achievement? Students, parents, teachers, administrators, or school counselors? All of the above? Learn how technology and the “village” concept can improve student achievement. Presenters will discuss how the stakeholders work together to provide a support system for underachieving students. New take on an old concept.

Participants will: â¢ learn how to use Google Sheets to document interventions with students. â¢ learn how to develop an Academic Improvement Plan. â¢ discuss the importance of involving all stakeholders to affect improved student achievement.
Georgian Room

**Safely Through the Rapids: Changing the Entrenched Negative Behaviors of Teenagers**

Steven Welsh, LPC

This session will focus on strategies that can be implemented by counselors to support student-centered learning practices. Learn how to engage school personnel in fostering holistic, growth-oriented classrooms. Explore how individual student identities impact learning and creative ways to cultivate social and emotional intelligence to build strong educational communities.

1. Participants will explore counselor advocacy in educational settings.  
2. Participants will identify key developmental factors that influence patterns in individual identity formation.  
3. Participants will define cultural humility.  
4. Participants will analyze how principles of social neuroscience and mindfulness practices can be integrated to strengthen classrooms and contribute to social and emotional intelligence.

Lexington Room

**Out of the Sunken Place: Centering Racial Identity Development Amid Racial Trauma**

Dr. David Ford, Ph.D., LPC, NCC, ACS

Presenters will introduce innovative techniques, integrating aptitude, personality, creativity, and intelligence assessments, to inform the career design process. Additionally, presenters will use behavioral economics as a theoretical framework to discuss career decision making processes and how this informs contemporary client trends and client’s needs within clinical practice.

Stratford Room

**Addressing Contemporary Trends in Career Counseling Through Narrative and Assessments**

Anthony Spadafore, B.S., Career Design and Choice Specialist

Slavery was a horrific historical event that has affected all that witnessed its inhuman and barbaric events. Recognizing the existence of intergenerational trauma and oppression and how it applies to mental health care will help mental health professionals improve services and develop a system that African Americans can trust.

This presentation will provide the audience with evidence of the long-term affects of racism and oppression on African Americans. This presentation will provide the audience with mental health symptoms and concerns that have developed due to the aftermath of slavery in the African American community. The presentation will provide incite on African American views and perceptions of the mental system and the lack of trust due to a lack a culturally encapsulated system. The presentation will address the concept of intergenerational trauma and evidence that it is passed from generation to generation. The presentation will provided the audience with the affects of trauma and how it impacts the African Americans in relation to education and social economic status.

Theatre Room

**The Intersection of Human Trafficking and Domestic Violence: A Victim Centered Approach**

Paulette Hubbert, PhD, LCSW, MSW, CHt

The ACA Code of Ethics cautions counselors to guard against burnout. Harrichand, Knight, and Captari (2017) report a link between emotional intelligence (EI) and burnout. Workshop attendees will experience research-based strategies for enhancing EI both for their own personal well-being and burnout prevention, and to assist clients with emotion regulation.
Participants will: 1. Identify the primary models of EI, four branches of ability-based EI and the scope of trait based EI. 2. Understand the overlap of the trait-based and ability based models of EI. 3. Analyze the relationship between counselor burnout and emotional intelligence. 4. Distinguish between interventions that correspond to the four branches. 5. Apply research-based interventions for enhancing EI.

8:30-9:30
Appalachian Room
Finding your own way home: Earned attachment security
Matt Bukowski, MA

This session is designed to motivate and provide insight for participants to work with the incarcerated population. Using human development as a framework to build bridges between client and counselor. The presenter shares a psychoeducational group designed to reduce recidivism among current and previously incarcerated individuals. The goal for psychoed intervention is to change the thinking through the acquisition of knowledge and awareness. Such a group, utilizes skills which facilitate client participation in a way that meets the need of the incarcerated population.

Attendees will be able to gain insight regarding skills needed to work with an incarcerated/offending population. Identify unique relationships between developmental stages and recidivism and strategies of intervention. Become familiar with relevant literature related to treating the incarcerated/offending population.

Crystal Ballroom
“IT Takes a Village” - Support Networks for Underachieving Students
J. Denise Schmitter, Bachelor of Science in Psychology with a minor in math and a Master of Science in School Counseling

Introduction to the neurobiological system underlying human emotions which clarifies the negativity bias of the brain providing the framework for The Discovery School’s program of effective interventions based on required development of self modulation strategies, identification of dysfunctional reactivity and effective problem solving.

1. Accurately identify the stimulus patterns which trigger the Shame-Humiliation Response. 2. Accurately Identify the 4 self defeating reactions to which all people are exposed. 3. Apply this knowledge of the neurologically based emotions to the intervention program at The Discovery School of Virginia to ameliorate these deeply entrenched negative neural pathways.

Empire Room
The Effects of Child Abuse on Childhood Development: A Biopsychosocial Model
Maria Kometer, BS: Health Promotions, Liberty University

This session will discuss strategies to enhance presence, resilience, and well-being through the multidisciplinary field of interpersonal neurobiology. Possibilities for incorporating this knowledge of neuroscience and relationships into practice, pedagogy, and personal life will be reviewed. Contemplative practices that may increase presence in counseling and personal formation will be shared.
At the end of the session, participants will be able to: 1. Summarize key concepts of interpersonal neurobiology: integration, attunement, self-organization, differentiation, linkage, and neuroplasticity. 2. Identify strategies, informed by interpersonal neurobiology to promote presence, resilience, and well-being within practice and personal formation. 3. Integrate contemplative practices/mindfulness to increase presence in personal and professional life. 4. Discuss and analyze ways in which counseling professionals can contribute to research and practice-base of interpersonal neurobiology. 5. Synthesize counseling theory, models of lifespan development, and interpersonal neurobiology.

Mount Vernon Room

Pornography Use: When does it become problematic and what can we do to help?
Nicole DiLella, Ph.D., LPC, LCPC, NCC

This session will address issues surrounding discussion of sexual activity with adolescent clients in the counseling session. Current policies and techniques will be reviewed and attendees will be encouraged to discuss cases and concerns. Areas of advocacy will be identified to aim for improvement in the profession in addressing sexuality.

The aim of this session is to: 1) Provide information on current issues surrounding discussing sexuality with adolescent clients. 2) Identify areas where advocacy can be done to improve support for adolescent clients. 3) Provide a forum for counselors to discuss their experiences of working with adolescent clients and gain knowledge of potential improvements.

Piedmont Room

Life After High School: What's Next?
Angela Collier, B.I.S. in Liberal Studies for Early and Elementary Education and a M.T. with a concentration in Early and Elementary Education from Virginia Commonwealth University

Exploring Sexuality when Working with Adolescent Clients
Lauren Wynne, PhD, LPC, NCC, RPT-S

Recent research has helped us have a much greater understanding of the effects of trauma on the brain and the long term risks. Crisis interventionists can gain a much better understanding of the client and treatment options when they have a working understanding of what is happening neurologically.

Understanding neurobiology of crisis Participants will learn from recent research on the effects of trauma on the brain and the long term risks. Participants will learn about the “trauma” brain. Participants will gain a working understanding of the effects of trauma on the limbic system and the importance healing has on the higher cortex region of the brain. Understanding the effects and risks of working with people in crisis Participants will learn the effects of stress on the brain, the effects of unmanaged stress and the significance of chronic stress and toxic stress. Participants will be able to quickly identify persons at high risk of PTSD. Participants will gain a working understanding of burnout, compassion fatigue, and vicarious trauma. Participants will be able to identify early sign of burnout, compassion fatigue, and vicarious trauma in themselves. Understanding the importance of self-care Participants will learn the importance of incorporating good self-care practice and how to chronic stress leading to toxic stress leading to trauma. Participants will earn useful self-care skills that cover the five major aspects of life: physical, mental, emotional, spiritual, and social. Treating crisis victims Participants will learn the most commonly used and empirically based approaches for working with complex trauma.
Regency Ballroom West

**Building Practices of Peace through Loving-kindness**
Jonathan Wiley, M.S. Resident in Counseling

If we want better race relations, we must learn to better understand each other – including how different cultural backgrounds lead to different interpretations of the same symbols and events. With this in mind, we hope to jump-start a meaningful dialogue by discussing historical contexts, stereotypes, and current racial-related occurrences.

1. Help participants recognize the difference between dialogue and meaningful dialogue on race
2. Help participants understand the implications of meaningful dialogues with respect to race
3. Increase multicultural competency of participants by helping them better understand the internal frames of reference (mindsets) of people with different racial backgrounds
4. Increase participant understanding of the threats to meaningful dialogue posed by stereotypes (block understanding of others when applied to those the stereotype does not fit), selected images and symbols (those with different meanings to members of different groups (Confederate flag, for example), and presentation (interpreting past using modern values)
5. Increased appreciation of how differences in people’s internal frames of reference lead to understandings of what constitutes social justice

9:45-10:45
Appalachian Room

**Understanding Impostor Syndrome: Creating Awareness in our Role as Counselor, Supervisor, and Educator**
Angie Anderson, MA NCC LPC

Impostor syndrome is an experience in professionals struggling with lack of personal acceptance of individual accomplishments while dealing with an underlying fear of being discovered as a "fraud." Current research will be incorporated to further explore the reality of impostor syndrome. Key components surrounding the syndrome for clinical counselors, supervisors and educators will be identified as the ethical implications will be discussed. Management strategies to effectively deal with impostor syndrome will be processed to conclude the session.

* To learn about Impostor Syndrome and the factors that influence it
* To explore how Impostor Syndrome impacts counselors, supervisors, and educators
* To explore ethical implications of Impostor Syndrome
* To identify management strategies when experiencing Impostor Syndrome

Crystal Ballroom

**I Like to Move It, Move It! Distinct, Diverse, and Dynamic Tips and Strategies for Energizing Classroom Guidance and Groups**
Kate Lubrano, Professional School Counselor, M.Ed. College of William and Mary

Counselor career identity can be difficult to define. Learn the ENjoyment, ENgagement, ENrichment, and ENcouragement Framework, a newly created model, to define your identity and to use with your clients in discovering their identity.

1. To review the need to define counselor identity
2. To experience a creative, new model of identity
3. To participate in sample activities covered in learning the EN model
4. To review the intersection of the EN model to career development theory
5. To discover and learn ways the EN Framework can be used with clients and students.

Empire Room

**The False Self: Social Media and Adolescent Depression**
Sommer George, M.A. in Counseling. Ph.D. student (Counseling and Supervision)
There has been within the field of counseling, significant professional inquiry regarding the counselor’s role with psychological assessment. Because the importance of objectivity and justification required for decision making, testing and measurement has now become an integral part of the counselor’s assessments. Numerous books have been written on psychological assessment including what they are, how to conduct them, and which assessment fits best for each population. However, the reality of conducting psychological assessments in clinical practices creates its own dilemma. In clinical practices, most practitioners are forced to conduct their assessments on their own without an interdisciplinary team. Therefore, the goal is to examine the most utilized psychological measures and the influence on clinical assessment in clinical practices.

1. Offer insight and understanding into the numerous variables that affect a child’s ability to function within the home and school that may be relevant to help those children labeled as “defiant” or “bad.”
2. Uncover the complex dynamic that lies within developmental trauma.
3. Bring to light the unconscious stigma of child resiliency, uncovering the underlying traumatic issues of rejection, abandonment, self-esteem, loneliness, and abuse that children experience daily during their development.

Mount Vernon Room

Everything You Never Wanted to Know About Establishing a Private Practice: The In's Out's and Everything In Between
Jennifer Keith, PhD, LPC, NCC

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Jennifer Keith, PhD, LPC, NCC

Incorporating Group Counseling into the Private Practice Setting
Kevin Doyle, Licensed Professional Counselor

Qoya is movement as metaphor. It is a practice based on the idea that through movement we remember our essence as wise, wild, and free. In this post-convention session, the lead presenter will facilitate a Qoya class and discuss benefits and applications for counselors. Participants are asked to wear comfortable clothes for free movement and bring a yoga mat if desired.

As a result of this presentation, participants will:
1. Experience Qoya as an embodiment practice.
2. Engage in dialogue with peers about their own self-discoveries.
3. Understand the applications of Qoya-based movement for counselors.

Piedmont Room

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Regency Ballroom East
Tools for Helping Students Thrive in Their Counselor Education  
Lennis Echterling, Ph.D. in Community Clinical

Korean Americans face many challenges in regards to receiving adequate mental health care due to societal stigma, stereotypes, language barriers, and a lack of culturally competent counselors. Local counselors must be informed about the challenges this population faces and advocate for them in culturally appropriate ways.

Learning objectives: To inform professional counselors about the culturally specific challenges Korean Americans face when in need of mental health care. To provide specific avenues and resources that can be used to advocate for this population.

Regency Ballroom West

Ethical Issues in Remediation: Navigating Gatekeeping and Due Process  
Melvin Pride, PhD, LPC, LCPC, NCC

Mindfulness is the art of conscious living and being in the present moment; that is, the intentional attending to what is happening right now without judgment or reactivity. The purpose of the morning practice group is to provide an opportunity for participants to have a place to begin their day in stillness and silence. The structure of the 30-45 minute practice group will consist of a welcome, lightly guided period, and silent sitting practice. We are all each other’s teachers; therefore we will conclude with an optional open discussion. Beginners are welcome. This is a gentle way to begin your day.

All participants will: 1. Experience mindfulness practice; and 2. Learn how to integrate it into their personal lives.

Saturday

10:15-12:15
Mt. Vernon Room

Trauma Informed Care utilizing a Victim Centered Approach for Victims and the Professionals who help them  
Paulette Hubbert, PhD, LCSW, MSW, CHt

Posttraumatic growth (PTG) describes the process of psychological growth after surviving trauma and can be used as a trauma-sensitive strategy for clients. Attendees will be engaged through discussion about a research study on early parental death that highlights the importance of facilitating PTG in bereaved clients within a developmental lens and context.

#NAME?

Regency Ballroom East

The integration of psychological assessment in Clinical Practice  
LaConda Fanning, PsyD LPC RN ACS

There has been a dearth of research exploring transgender self-efficacy of counselors. Even though counseling has found itself anchored in diversity, there continues to be a need for technical proficiency when serving transgender clients. This presentation will differentiate between general cultural knowledge and self-efficacy required for working with this population.

1. To learn and understand more about the need for Trans-Affirmative Self efficacy that address the unique challenges and experiences faced by this population. 2. To offer a framework, techniques, and suggestions for increasing Trans-Affirmative Self efficacy. 3. To discuss variables that are likely to influence the counseling relationship including transference and counter-transference, expectations about treatment, and the comfort with which a client engages in the therapeutic process.

2:00-4:00

Regency Ballroom East
The integration of psychological assessment in Clinical Practice
LaConda Fanning, PsyD LPC RN ACS

New developments in the trauma treatment field continue to dramatically expand and inform our work. While verbal processing in trauma treatment remains an important aspect of this work, advances in neuroscience point to the need for a "bottom-up" approach that addresses traumatic experiences in the body, and affect regulation.

1. To understand the diverse nature of traumatic reactions—from a client informed perspective. 2. To understand the neuroscience bases for traumatic reactions. 3. To integrate treatment principles founded on the neuroscience understanding. 4. To have an understanding of the meta-theoretical principles that cut across most models and protocols for trauma treatment.

2:00-5:00
Commonwealth Room

Neuroscience and Narrative in Trauma Treatment
William "Wally" Scott, Ph.D., LPC, LMFT

In our goal-oriented society, students from elementary ages and up are asked to make informed decisions about what they will do after high school. This session explores the role of career technology in the classroom, specifically in the ways it can impact student choices for education and occupations.

Learn how the Virginia Wizard can help students determine what career path is right for them and how. Discover career assessments that lead students to make informed and effective career decisions that work for their skills, interests, and values. Explore ways counselors can expand student opportunities and access to careers available in their area. Explore options to inspire students to think beyond the here and now.

Regency Ballroom West

Qoya Dance and Movement: An Embodiment Practice
Laura Farmer, Ph.D., LPC, CSAC, Certified Qoya Teacher

Through the ASCA RAMP process, the Counseling Department at the high school level determines the needs of the diverse school population. This workshop will focus on four counseling groups developed to address academic support, anxiety, increase academic rigor, and the needs of newly arrived immigrant students.

The audience will understand the needs assessment process, how to identify appropriate students for each group, develop a curriculum according to the specific needs of the groups, facilitate the groups in an effective manner, and know how to evaluate the effectiveness of each group. The audience will gain knowledge on four common counseling groups at the high school.

7:30-8:30
Regency Ballroom West

Morning Mindfulness Practice Group
Alan Forrest, Ed.D., LPC, LMFT

Working with Unaccompanied migrant children presents unique challenges and rewards. This session will raise awareness at to the plight and resilience of this special population and aid therapist in becoming better equipped to work with them. Daily, unaccompanied minors from Guatemala, Honduras, El Salvador, and Nicaragua journey to the United States. These are their stories as witnessed through five years of direct service with them and as portrayed through a collaboration of painted murals. To better help them we must first understand them as best we can.
1: Develop an understanding as to where, why, and how undocumented Latino minors migrate to the United States. 2: Increase awareness of the unique mental health needs of undocumented youth. 3: Understand how the current political climate is further affecting these youth. 4: Appreciate the sense of resilience and hope these youth have as portrayed though their work on art murals.

9:00-10:00
Regency Ballroom East
**Trans-Affirmative Counselor Self-Efficacy**
Cory Gerwe, MSEd, NCC, LPC (Resident)

This session will serve as an overview and orientation to the need to provide trauma-informed responsive services to youth in educational and other settings. In addition to background information and definitions, the session will use case examples to explore recommended trauma informed responses to youth issues and concerns.

Goals: The goals of this session are for counselors to realize the importance of providing trauma-informed support for youth in our settings and to reflect on ways to increase trauma-responsive services. Strategies: The presenter will: 1. Provide an introduction to and overview of the concepts of adverse experiences, trauma, and resilience. 2. Describe how adverse experiences and trauma can impact learning and the educational environment. 3. Describe the role of resilience. 4. Describe key components of trauma-informed environments. Outcomes: 1. Participants will learn how trauma impacts youth responses and interactions. 2. Participants will apply recommended trauma-informed practices to case examples. 3. Participants will reflect on ways to apply trauma-informed practices to their school or community setting.

9:00-10:00 Mt. Vernon Room
Mount Vernon Room
**Tapping Outside the Box: How using Emotional Freedom Techniques can Enhance Your Practice**
ANN INIGUEZ, Master of Arts, Counseling

The digital revolution is making its mark on the counseling profession. Social media and smartphone applications are therapeutic resources that counselors should consider tapping into and utilizing. This presentation will explore practical considerations of such tools, as well as explore specific uses of applications and social media platforms.

Learning Objective 1 - Participants will be exposed to a number of different ways to use social media, texting, and specific smartphone applications within the counseling relationship. Presenter will identify specific ways in which to use these tools with clients. Learning Objective 2 - Participants will understand the ethical considerations regarding the use of such tools within the realm of counseling. Presenter will address how Section H of the ACA Code of Ethics impacts the use of such tools. Learning Objective 3 - Participants will understand the rationale for utilizing such tools within the realm of counseling. Presenter will discuss the pros and cons of using these tools from a counselor perspective. Presenter will discuss different counselor viewpoints on this topic found within research.

9:00-12:00
Commonwealth Room
**The Neurobiology of Trauma and Treatment Implications**
Jeanne Brooks, PhD LPC
This presentation is directed to new counselors/supervisors working or considering working in home-based counseling programs. During this presentation we will discuss recent literature highlighting common concerns/stressors of home-based counselors (HBC) and discuss strategies to improve HBC quality of life and prevent burnout.

1.) Identify common stressors for Home-Based Counselors.  
2.) Recognize strategies Home-Based Counselors can employ to alleviate stressors, and improve their quality of life.  
3.) Highlight steps supervisors/program managers can take to prevent Home-Based Counselor burnout, and prevent turnover.

Georgian Room

Parents and Students Use a Strengths-Based Approach to Create Personal Progress Portfolios
Rebecca Dedmond, PhD, LPC, GCDI

In this presentation we will examine research regarding the intersection of wellness and supervision to better understand strategies both supervisee and supervisor can use in supervision to promote counselor wellness in supervisees to prevent impairment, and promote the quality of services provided to clients.

1.) Understand the importance of monitoring one’s wellness through supervision.  
2.) Identify strategies for utilizing supervision to promote one’s own wellness.  
3.) Recognizing the role of the supervisor in the promotion and maintenance of supervisee wellness.

Regency Ballroom West

A Dialogue on Race: What Then Must We Do?
Walter Anderson, PhD LPC

Counselor educators are dedicated to helping students not only survive, but also thrive. Innovative pedagogical techniques, experiential learning activities, and cutting edge courses are powerful tools for promoting professional development and personal growth. This session involves describing, demonstrating, and sharing exciting strategies for helping students thrive in counselor education.

At the conclusion of this session, participants will be able to:  
1. Describe six innovative strategies for enhancing counselor education;  
2. Apply new counselor education tools to help students to thrive;  

Stratford Room

Create Yourself: Using the EN Framework for Career Identity
Rebecca Dedmond, PhD, LPC, GCDI

Professional counselor identity is unique among mental health professionals. Knowing who we are helps us move forward stronger together. Our work is diverse, yet we strive for professional unity through core values and the ACA Code of Ethics. This interactive session will creatively explore the principles that form our collective identity.

1. Participants will identify key tenets of counselor identity.  
2. Participants will be able to explain milestones in the counseling profession that have led to strengthening counselor professional identity.  
3. Participants will examine personal development regarding counselor identity using expressive modalities.