

A_oCC

ALL OHIO COUNSELORS CONFERENCE



NOVEMBER 8-10

2017

OCA OHIO COUNSELING
ASSOCIATION



INVITE YOU TO
JOIN US IN
COLUMBUS!

HYATT REGENCY COLUMBUS, COLUMBUS, OHIO

2017 SPONSORS

THANK YOU TO OUR SPONSORS

GOLD



SILVER



HEALING, HOPE & RESILIENCE

BRONZE



Y

ou are invited to join us at the 34th Annual All Ohio Counselors Conference (AOCC), November 8-10, 2017. The Ohio Counseling Association (OCA) and the Ohio School Counselor Association (OSCA) are excited to host this year's conference at the newly renovated Hyatt Regency Columbus.

The conference's growth over the past five years required us to find a new home that could support the state's premiere counselor learning conference. After an extensive search, we decided to keep AOCC in Columbus so it remains accessible to counselors from all corners of Ohio. The new venue provides room for us to add 40 more sessions, offer spacious seating for an effective learning environment, and include more sponsorship resources from our conference partners.

Providing leading content is our continued focus for the conference this fall. As you review the sessions in this brochure, you will find key topics such as the Ohio School Counselor Evaluation System, managing self-harming behaviors, addressing substance abuse, effective group work practices, the counselor's role in integrated care, student anxiety, trauma-focused interventions, cultural competency and implicit bias, and so much more.

Join us for a keynote with Ravi Huthesing, a cultural diplomat contracted by the U.S. Department of State to create programs worldwide that foster cultural exchange and mutual understanding. His philosophies and strategies have helped businesses, educators, and more than a million people throughout the Americas, Europe, Middle East, and Asia bridge generational and cultural divides. Huthesing will share insight from several of his global projects, highlighting how counselors can work with students and clients to navigate social injustices.

Samuel T. Gladding, professor at Wake Forest University and current fellow of the American Counseling Association, will deliver a keynote address on Friday discussing the need to continue to grow and develop as a counselor. Gladding is well-known for authoring books and articles that are used in counselor education programs nationwide, so we are thrilled to welcome him.

David Kaplan, chief professional officer and past president of the American Counseling Association, also joins us to deliver a pre-conference workshop and a conference session on the national issues facing the counseling profession.

AOCC will again provide the opportunity to receive continuing education clock hours to retain your license. Consider a pre-conference workshop for deeper learning or attend the sessions during the two-day conference that best fit the diverse needs of the clients and students in your office, field, or school.

It is our pleasure to serve the counseling profession by delivering the leading conference for counselors in the state of Ohio. We look forward to learning with you at the All Ohio Counselors Conference in downtown Columbus, November 8-10!



Evan Jackson
President,
Ohio School Counselor
Association



Yegan Pillay
President,
Ohio Counseling
Association

CONFERENCE SCHEDULE OVERVIEW

CONFERENCE SCHEDULE OVERVIEW

WEDNESDAY, NOVEMBER 8	
9:00 am – 9:00 pm	Registration Open
10:00 am – 5:30 pm	All Day Pre-Conference Workshops
12:00 pm – 9:00 pm	Sponsor and Partner Table Setup
7:00 pm – 9:00 pm	Evening Pre-Conference Workshops

FRIDAY, NOVEMBER 10	
7:00 am – 4:00 pm	Registration
8:00 am – 4:00 pm	Sponsor and Partner Tables Open
8:30 am – 12:30 pm	Sessions
12:00 pm – 1:30 pm	Lunch Break
12:15 pm – 1:15 pm	Lunch & Learn Sessions (lunch available for purchase)
1:30 pm – 2:45 pm	General Session



HYATT REGENCY COLUMBUS

THE LEADERS OF OCA AND OSCA ARE PLEASED TO MOVE TO A NEW VENUE FOR AOCC 2017.

With our growth in the past three years, AOCC has officially outgrown the Hilton at Easton hotel. This fall, AOCC will relocate to the Hyatt Regency in Downtown Columbus. This newly renovated facility offers exciting opportunities for the leading conference for school and mental health counselors in Ohio.

We are excited to be able to offer additional sessions, more space for sponsors, networking, and more! In addition to sleeping rooms at the headquarter hotel discounted we are pleased to offer a reduced rate with adjacent properties.

We are thrilled to be able to continue to grow the value of the All Ohio Counselors Conference and to keep it centralized and accessible to all Ohio counselors. We look forward to seeing you this November for another great conference!

HYATT REGENCY COLUMBUS

- Newly renovated sleeping rooms and meeting space
 - Complimentary Wi-Fi for overnight guests
 - More session options
 - Larger meeting rooms offer more comfortable learning at tables
- * Daily parking fees apply

AMENITIES OF DOWNTOWN COLUMBUS

- Centralized location in Ohio
- Incredible restaurants
- Access to fitness and yoga studios as well as outdoors via The Scioto Mile
- Short North Arts & Entertainment District offers extensive eateries and shops
- Exciting spots to visit such as North Market, the Columbus Museum of Art, and the COSI Science Center



A Building Trades Apprenticeship: A college alternative and path to the middle class.



Building Trades Apprentices:

- ▶ Take advantage of tuition-free job training
- ▶ Learn in state-of-the-art classroom environments
- ▶ Earn wages, healthcare, and a pension
- ▶ Incur zero student debt while creating a career

ACT Ohio supports the apprenticeship and training programs
of all our member trades:

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info@actohio.org 614.228.5446 actohio.org



CONTINUING EDUCATION & GRADUATE CREDIT

AOCC OFFERS CONTINUING EDUCATION THROUGH MULTIPLE SOURCES TO SUPPORT PARTICIPANTS SEEKING LICENSE RENEWAL.

COUNSELORS

To receive a certificate with proof of Continuing Education clock hours for Ohio CSWMFT and National Board for Certified Counselors (NBCC), participants must follow the certificate request guidelines below. Make sure to review each session description to identify if it is eligible for clock hours.

Certificates are available to participants who submitted a request during registration, in compliance with OCSWMFT and NBCC regulations. AOCC will provide LPC/LPCC and Social Worker clock hours through CSWMFT and NBCC for any session noted as being eligible (noted as clock hours in all promotional materials).

The Ohio Counseling Association is also a Counselor, Social Worker and Marriage and Family Therapist Board (CSWMFT) certified provider of Counselor and Social Worker credits (Provider No RCS031407). OCA is certified to offer both Supervision and Ethics Continuing Professional Education Credits.

The Ohio Counseling Association has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 2036. Programs that do not qualify for NBCC credit are clearly identified. The OCA is solely responsible for all aspects of the programs.



SCHOOL COUNSELORS

AOCC does not process CEUs for school counselors. School counselors wishing to seek CEUs will need to contact their LPDC to ensure approval of their conference attendance for CEUs toward their license renewal.

To receive an AOCC LPDC Certificate of Attendance with proof of session attendance, participants must follow the certificate request guidelines below. Once you receive your certificate, submit it to your LPDC for credit upon completion of the conference.

Please note: Individuals holding a valid school counselor license who are not employed by an educational institution cannot count conference participation toward license renewal unless you opt to receive the graduate credit available.

2017 CERTIFICATE REQUEST REQUIREMENTS:

- Select the certificate(s) you wish to obtain on your registration.
- Scan your badge upon entry into each session. These scanned sessions will automatically populate your certificate.
- Complete the session survey via the mobile app (paper copies are available upon request at the registration desk).
- Certificates will be available to participants who submit a request with their registration within one week following the end of the conference.

GRADUATE CREDIT

AOCC is pleased to partner with Lindenwood University (St. Charles, Missouri) to help school counselors attending the conference earn up to two graduate credits. Each credit costs \$60.

Option 1: One (1) Credit Hour for attending an all-day pre-conference session

Option 2: One (1) Credit Hour for attending one session during each time slot during the regular conference

To earn credit, you must complete the following steps:

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

School counselors are encouraged to contact their LPDC to ensure they meet their district's approval process for graduate credit. Current graduate students are advised that this credit may not meet your university's requirements and may not be transferable into your degree-seeking program. Please consult with your program adviser before registering.



LINDENWOOD
UNIVERSITY

SPECIAL EVENTS

OCA PAC FUNDRAISER

Wednesday 6:00 – 8:00 pm

Park Street Tavern · 501 Park Street · Columbus, OH

\$15 for one drink voucher and appetizer selection. \$5 for each additional drink voucher.

To register with a credit card in advance, go to ohiocounseling.org and click “Donate to the OCA PAC Fund.” Registration at the door will be permitted with cash or check only.

The Ohio Counseling Association (OCA) Political Action Committee (PAC) is a separate fund established by the Ohio Counseling Association. OCA PAC is formed in accordance with Ohio Law. It is a voluntary, non-profit political organization and is not affiliated with any political party. Ohio Law prohibits a political action committee from accepting donations from corporations. Donations made to OCA PAC are not tax deductible. Voluntary contributions to PAC must be made in the

form of cash, credit cards or personal checks. Cash, checks and credit cards from individuals, limited liability companies, and partnerships are permitted.

OCA PAC is a voluntary, nonpartisan PAC formed to raise funds to assist the Ohio Counseling Association to be more effective in the state political arena. PAC contributions assist in fostering relations with members of the Ohio General Assembly who make decisions affecting your businesses, work environments, clients, and students.

Ohio's current political climate offers a unique opportunity for all counselors to enhance and protect the profession and the quality of care our clients and students receive. The ever-increasing involvement of the Ohio General Assembly and state government in counselor issues is evidenced every day in your practices and in your schools. The important issues facing us demand that all counselors have an increasing awareness of the political and legislative process.

DIVISION AND CHAPTER MEETINGS

THURSDAY

9:00 – 10:30 am

Ohio Association for Counselor Education & Supervision (OACES) Meeting

10:30 – 11:30 am

OCA Presents: Publishing in the Journal of Counselor Practice

12:00 – 1:30 pm

OCA Executive Council Meeting

2:00 – 3:00 p.m

Ohio College Counseling Association (OCCA) Meeting

3:00 – 4:00 pm

OSCA Presents: Grants, Awards, and OSCARs Knowledge Session

4:00 – 5:00 pm

Ohio Counselors for Social Justice (OCSJ) Meeting

FRIDAY

8:30 – 9:30 am

Central Ohio Counseling Association (COCA) Member Meeting

This event is open to all Central Ohio Counseling Association (COCA) members to connect with one another, meet this year's executive council, learn about upcoming events, and enjoy complementary coffee in a COCA mug!

10:00 – 11:00 am

Ohio Association for Spiritual, Ethical, & Religious Values in Counseling (OASERVIC) Meeting

12:00 – 1:00 pm

Ohio Mental Health Counselors Association (OMHCA) Board meeting

1:00 – 1:30 pm

Ohio Mental Health Counselors Association (OMHCA)

AWARDS RECEPTION**Thursday 6:00-7:00 pm Delaware Ballroom**

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

Sponsored by:**DIVISION AND CHAPTER SHOWCASE****Thursday 6:00-7:30 pm****Delaware Ballroom Foyer (outside the Awards Reception)**

The Ohio Counseling Association is comprised of 17 different divisions and chapters. Come meet with regional chapter representatives and division leaders to learn more!

Divisions

- Association of Lesbian, Gay, Bisexual & Transgender Issues in Counseling of Ohio (ALGBTIC of Ohio)
- Ohio Association for Counselor Education & Supervision (OACES)
- Ohio College Counseling Association (OCCA)
- Ohio Association for Multicultural Counseling & Development (OAMCD)
- Ohio Mental Health Counselors Association (OMHCA)
- Ohio Career Development Association (OCDA)
- Ohio School Counselor Association (OSCA)
- Ohio Association for Spiritual, Ethical, & Religious Values in Counseling (OASERVIC)
- Ohio Counselors for Social Justice (OCSJ)

Chapters

- Central Ohio Counseling Association (COCA)
- Eastern Ohio Counselors Association (EOCA)
- Greater Cincinnati Counseling Association (GCCA)
- Miami Valley Counseling Association (MVCA)
- Northwest Ohio Counseling Association (NWOCA)
- Southeast Ohio Counseling Association (SEOCA)
- North Central Ohio Counseling Association (NCOCA)

DOCTORAL SHOWCASE**Thursday 6:00 – 7:30 pm****Delaware Ballroom Foyer (outside the Awards Reception)**

Are you interested in doctoral studies? Come speak with faculty and/or students from doctoral Counselor Education and Supervision (CES) programs in Ohio. Those interested can pick up information about CES doctoral programs at The University of Akron, University of Cincinnati, Kent State University, The Ohio State University, Ohio University, and The University of Toledo.

OHIO UNIVERSITY RECEPTION**Thursday 7:00-8:00 pm****Champaign Room**

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

THE OHIO STATE UNIVERSITY RECEPTION**Thursday 7:00-9:00 pm****Madison Room**

Reception for alumni, students, and friends of the Counselor Education Program. All are welcome to join us as we celebrate the program and present the 2017 Susan Sears Distinguished Alumni Award.

UNIVERSITY OF DAYTON RECEPTION**Thursday 5:00-7:00pm****Location TBD****AOCC 2017 FUTURE COUNSELORS AND COUNSELOR EDUCATORS MIXER****Thursday 7:00-10:00 pm****Hyatt Regency Big Bar on Floor 2**

Grad and PhD students are invited to a networking mixer at AOCC. Appetizers and the first round are on us! RSVP or questions to Josh Francis at josh.francis@wright.edu.

AOCC | SESSION SCHEDULE

WEDNESDAY, NOVEMBER 8, 2017

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

PC1	Get Ready to RAMP: Data Collection, Implementation, and Evaluation for a Recognized ASCA Model Program <i>6 clock hours</i>
PC2	Creating Trauma-Informed and Mindful Organizations <i>6 clock hours</i>
PC3	Reducing the Impact of Implicit Bias Among Professional Counselors <i>6 clock hours</i>
PC4	Raising the Bar: Critical New Concepts in the ACA Code of Ethics <i>6 clock hours; 6 ethics clock hours</i>
PC5	Building Successful Integrated Care Teams through Strength-Based Supervision <i>6 clock hours; 6 supervision clock hours</i>
PC6	Suicide Prevention, Assessment, and Intervention: Practical Skills for Counselors <i>6 clock hours</i>

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

PC7	From Clutter to Clarity: A Working Session to Prep for OSCEs <i>2 clock hours</i>
PC8	Cultural Competence with Millennial Anxiety <i>2 clock hours</i>
PC9	Exploring Online Process Addictions: Etiology, Diagnosis, and Treatment <i>2 clock hours</i>

THURSDAY, NOVEMBER 9, 2017

8:30 AM - 10:00 AM

1	Keeping Up with the Counseling Profession: Current Issues at the National Level <i>1.5 clock hours</i>
2	Career Café and Other Fun Career Lessons to Engage Your Students
3	Trans Students 201: Beyond Bathrooms
4	Small Steps Lead to Big Gains: Managing Data Anxiety to Create a RAMP-Worthy School Counseling Program
5	Developing and Leading an Effective Group <i>1.5 clock hours</i>
6	This Is Not an Exit: Identifying and Working with Clients Who Self-Harm <i>1.5 clock hours</i>
7	Practitioner's Guide to Ethical Decision Making <i>1.5 clock hours; 1.5 ethics clock hours</i>
8	Banishing Burnout: Solutions for the Substance Abuse Counselor

8:45 AM - 10:00 AM

9	Peer Facilitation: Using Peers to Teach
10	New Session Announced Soon!
11	School Counselor, Where Art Thou? The Underutilized School Counselor Amidst a Mental Health Crisis
12	Promoting Learning, Success, and Graduation: How Counselors Can Assist Students to Reduce Anxiety <i>1.25 clock hours</i>
13	Experiential Strategies in Cross-Cultural Supervision to Enhance Multicultural Competency <i>1.25 clock hours; 1.25 supervision clock hours</i>
14	Putting the Behavior Back in CBT: How to Treat Anxiety Disorders with Exposure Therapy <i>1.25 clock hours</i>
15	Working with Families Impacted by Addiction: Promoting Systemic Change <i>1.25 clock hours</i>



10:15 AM - 11:45 AM

16	Selfies, Snaps, and Sexts: Girls, Social Media, and Self-Esteem
17	Creating a Positive School Culture: PBIS at the Elementary Level
18	Addressing Mental Health in Schools: Practical Interventions
19	13 Reasons Why: What the Series Doesn't Tell You About Youth Suicide
20	The Counselor's Role in Integrated Care: Collaborating with Primary Care Physicians Around Trauma <i>1.5 clock hours</i>
21	The Four Keys to Mitigating Student Anxiety <i>2 clock hours (Session concludes at 12:00 pm)</i>
22	Helping Clients Deal with Substance Abuse and Other Destructive Behaviors: Reality Therapy in Action <i>1.5 clock hours</i>
23	Incorporating Therapeutic Approaches in the Treatment Planning Process <i>1.5 clock hours</i>

10:30 AM - 11:30 AM

OCA PRESENTS

Publishing in the Journal of Counselor Practice

10:30 AM - 12:00 PM

24	Adverse Childhood Experiences
25	21st Century School Counseling: Addressing Socio-Emotional and Behavioral Needs by Promoting Mental Wellness
26	Let's Tweet About It! OSCA Twitter Chat
27	The Other Four-Year Degree: How Building Trades Apprenticeships Create a Path to the Middle Class
28	A Picture Is Worth a Thousand Words: Photovoice as a Supervision Model
29	Supervision, Suicide, and Supervisees: What Supervisors Need to Know <i>1.5 clock hours; 1.5 Supervision clock hours</i>
30	Redefining the Paradigm for Trauma-Focused Care with Eye Movement Desensitization and Reprocessing Therapy <i>1.5 clock hours</i>

LUNCH & LEARN SESSIONS

12:15 PM - 1:15 PM

Participants may choose to step away for the lunch break (12:00-1:30 pm) or continue learning. AOCC offers these additional sessions to registrants for no additional fee. Participants may purchase a lunch via registration or bring their own; lunch is not required to attend.

31	Incorporating Mindfulness into Your School Groups
32	Crayons to College and Careers: Implementing College and Career Awareness at the Elementary Level
33	The Impact of Our Work: Understanding Vicarious Traumatization and Post-Traumatic Growth <i>1 clock hour</i>
34	Prevention of Self-Directed Violence: Wellness-Based Approaches for Work with Youth <i>1 clock hour</i>
35	Supervising Counselors on the Forefront of an Epidemic <i>1 clock hour; 1 supervision clock hour</i>

1:30 PM - 2:45 PM

36	KEYNOTE Counseling for Cultural Competency Ravi Hutheesing <i>1.25 clock hours</i>
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**Uniquely
BRILLIANT**

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K12.COM/OHLEARN | 855.720.1909

AOCC | SESSION SCHEDULE

3:00 PM - 4:00 PM

OSCA PRESENTS

Grants, Awards, and OSCARs Knowledge Session

3:15 PM - 4:30 PM

37 OSCES 2.0

38 Middle School Counselors Connect

39 Elementary Counselors Connect

40 Tools to Help Families Navigate Ohio's Complex Four-Year College Landscape and Identify "Good Fit" Colleges to Visit

41 Student Involvement in Effective Suicide Prevention: Transforming Individuals and Environments

42 Executive Functioning: Connecting to Success in School and Life!

43 Boot Camp to Special Forces: Essentials for Working with Military Youth



3:15 PM - 4:30 PM (CONT.)

44 Supporting Student Bodies (and Minds): How to Identify and Address Eating Disorders

45 College Application Camps: Are They Worth Your Time?

46 Creative Couples Counseling Techniques to Promote Therapeutic Alliance and Well-Being *1.25 clock hours*

47 Cultivating Ethical Resiliency in Clinical Supervision: A Strength-Based Approach
1.25 clock hours; 1.25 supervision clock hours; 1.25 ethics clock hours

48 Evaluating and Recommending Candidates for Gender Transition
1.25 clock hours

49 The SHERPA Approach to Clinical Supervision
1.25 clock hours; 1.25 supervision clock hours

50 Avoiding Microaggressions in Counseling: Practical Steps to Increase Cultural Competency *1.25 clock hours*

51 Activating Advocacy Through the Future Career Autobiography
1.25 clock hours

4:45 PM - 5:45 PM

52 Clinical Techniques for Managing Suicidal Clients *1 clock hour*

53 High School Counselors Connect

54 Counseling Refugee Students and Their Families: Practical and Evidence-Based Strategies

55 Safety First! Informing Students and Helping Them Navigate Today's World

56 Developing a School Crisis Response Team

57 Celebrating National School Counseling Week—It's Easier Than You Think!

58 Obtaining a Doctoral Degree in Counselor Education While Practicing as a School Counselor

59 Middle School: Where Aspirations and Opportunity Meet

60 Counseling in A Crunch

61 Mental Imagery as an Intervention for Mood Disturbances in Group Work Practice *1 clock hour*

62 Affirmative Clinical Supervision *1 clock hour; 1 supervision clock hour*

63 Career Exploration with Female Youth of Color Using Relational-Cultural Theory *1 clock hour*

64 Dual Relationships, Isolation, and Stigma: Addressing the Challenges of Rural Clinicians *1 clock hour*

65 Values, Values, Values: Where Do They Belong in Counseling?
1 clock hour; 1 ethics clock hour

66 A Call for Integrated Care: Connecting Clinical Counselors, School Counselors, and Clients Using Smartphone Technology
1 clock hour

FRIDAY, NOVEMBER 10, 2017

8:30 AM - 10:00 AM

67	Graduation Options and Pathways
68	Using K-6 Group Counseling Interventions to Meet the Needs of Students
69	A Working Session for School Counselors on How to Use Data to Create or Improve a Comprehensive School Counseling Program
70	How to Create a Peer Coaching Program to Cultivate At-Risk Students as Leaders
71	Lead from the Front: Information Security and Privacy for Mental Health Professionals <i>1.5 clock hours; 1.5 ethics clock hours</i>
72	Bodies in Transition: Empowering and Engaging Transgender and Gender Nonconforming Clients Through Mindful Embodiment Practices <i>1.5 clock hours</i>
73	Counselors' Roles in Modern-Day Slavery: Human Trafficking Awareness, Prevention, and Treatment <i>1.5 clock hours</i>
74	Utilizing Dialectical Behavioral Therapy in Adolescent Group Work <i>1.5 clock hours</i>

8:45 AM - 10:00 AM

75	Standard 1: Comprehensive School Counseling Programs
76	Signs of Someone in Crisis: Mental Health Awareness and Violence Prevention through Sandy Hook Promise
77	PBIS: A Research-Based District Plan to Implement a PBIS Culture from Scratch
78	Red Flags: Creating a Culture of Mental Health in Schools
79	What Counselors Need to Know About the Opiate Epidemic <i>1.25 clock hours</i>
80	SIMPLE STEPS: An Evidenced-Based Comprehensive Model for Assessing Suicide Lethality <i>1.25 clock hours</i>
81	Strategies for Promoting Supervisors' Multicultural Competencies <i>1.25 clock hours; 1.25 supervision clock hour</i>

10:15 AM - 11:45 AM

82	Integrated Primary and Behavioral Health Care: Practice and Training Considerations for Counselors <i>1.5 clock hours</i>
83	Cognitive Behavioral Interventions for Social Anxiety Disorder <i>1.5 clock hours</i>
84	Making the Most of Your First Year as a School Counselor
85	Speed Dating with Google Apps: Finding the Right App to Meet Your Counseling Needs

86	Enhancing the Cognitive Complexity of the Supervisee—and the Supervisor! <i>1.5 clock hours; 1.5 Supervision clock hours</i>
87	Trauma Resiliency Beyond the Individual: Creative Activities for Groups of Clients, Families, Students, and Communities <i>1.5 clock hours</i>
88	Working with Refugee and Immigrant Populations in a Counseling Setting <i>1.5 clock hours</i>
89	Weighing Down Our Kids: Confronting Size-Ism and Weight Stigma in the Counseling Space <i>1.5 clock hours</i>

10:30 AM - 12:00 PM

90	The Ins and Outs of Meeting LGBTQ+ Students Where They Are
91	School Counseling in Ohio's Prison System to Help Reduce Recidivism
92	Six Steps for Effective Conflict Resolution
93	The Adventures of Postsecondary Advising in Middle and High School
94	When Values Conflict: The Supervisor's Role <i>1.5 clock hours; 1.5 supervision clock hours; 1.5 ethics clock hours</i>
95	The Social Justice Significance of Mental Health Counseling for Older Adults <i>1.5 clock hours</i>
96	Not Mother's Little Helper: Providing Effective Counseling with Clients in MAT Programs <i>1.5 clock hours</i>

LUNCH & LEARN SESSIONS

12:15 PM - 1:15 PM

Participants may choose to step away for the lunch break (12:00-1:30 pm) or continue learning. AOCC offers these additional sessions to registrants for no additional fee. Participants may purchase a lunch via registration or bring their own; lunch is not required to attend.

97	Anxiety: Practices and Strategies for a Systemic Solution
98	Field-Tested Bibliotherapy Applications in the Classroom and Clinical Settings
99	Discussion: Best Practices for the New Absence and Truancy Law
100	Substance Use in Adolescents: The Benefits of a Neuroscientific Approach to Psychotherapy <i>1 clock hour</i>
101	Guided Metaphor: Combining Guided Imagery and Metaphors to Treat Children and Adolescents <i>1 clock hour</i>
102	Counseling Clients with Terminal Illness and Their Families <i>1 clock hour</i>

1:30 PM - 2:45 PM

103	KEYNOTE Growing as a Counselor: Positive Ways of Developing Samuel T. Gladding <i>1.25 clock hours</i>
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DAYTIME PRE-CONFERENCE SESSIONS | WEDNESDAY, NOVEMBER 8

Wednesday

10:00 AM - 5:30 PM

PC1

Get Ready to RAMP: Data Collection, Implementation, and Evaluation for a Recognized ASCA Model Program

6 clock hours

ASCA poses the question, "How are students different as a result of what school counselors do?" Using the ASCA National Model as a framework for a comprehensive, data-driven school counseling program prepares school counseling programs for becoming a Recognized ASCA Model Program (RAMP). Attendees will develop strategies for data collection, intervention implementation, and program evaluation to prepare their school counseling program for RAMP.

Participants will

- Gain a foundation for data collection related to the implementation of a comprehensive school counseling program and begin an action plan to incorporate data-driven practices.
- Participate in practices designed to develop a healthy mindset for embarking on becoming a Recognized ASCA Model Program (RAMP). This includes understanding why RAMP is beneficial, breaking each element of the program down into manageable components, and shifting the focus from a series of tasks to a process that will be used to inform and improve programming.
- Develop strategies for implementing and evaluating evidence-based interventions as they work to create an intentional and beneficial school counseling program that meets the needs of students and accomplishes the goals of the counseling services provided.

Sarah Geiger, LSC: School Counselor, Pickerington Local School District

Brett Zyromski, PhD, LSC: Assistant Professor, Counselor Education, The Ohio State University

Colette Dollarhide, NCC, ACS, LPC-S: Associate Professor, Counselor Education, The Ohio State University

JP Oehrtman, LSC: School Counselor, Pickerington Local School District



Creating Trauma-Informed and Mindful Organizations\

6 clock hours

This trauma-informed care (TIC) session is designed for professionals (administrators, counselors, board of education members) who want to gain an understanding of trauma-informed care, discover how trauma impacts learning and behavior, and learn how Findlay City Schools engineered the implementation of a districtwide approach. This session will be particularly helpful for audience members who have a desire to advocate for their building or district to become trauma-informed. The following are benefits to creating a trauma-informed culture: increased test scores, academic achievement and graduation rates, reduced office referrals, absences, and discipline, improved perceptions of safety, improved relationships within a climate of respect and empathy, and less special education services. School counselors are ideally positioned with their unique skill set and knowledge to advocate for TIC. Participants will also learn about the current research and benefits of mindfulness. Mindfulness activities will be incorporated into the session.

Mack and Glick, coleaders of the Findlay City Schools (FCS) trauma-informed care (TIC) effort, developed and conducted TIC trainings for more than 400 FCS classified employees and led differentiated professional development for district secretaries, bus drivers, and classroom aides. Additionally, they conducted TIC presentations for 2,000 professionals across Ohio in school districts, universities, and for organizations such as Crime Victims Services of Allen and Putnam counties, Region 6 State Support Team, and Ohio Head Start. They also presented at the 2016 ASCA National Conference and provided a national webinar on TIC. Mack and Glick are passionate about facilitating the implementation of a trauma-informed culture in school settings.

Participants will

- Review the relevant research on the prevalence and impact of trauma on youth.
- Discuss the benefits of creating a trauma-informed and mindful culture.
- Understand the current research and benefits of using mindfulness techniques with students and/or teachers.
- Identify the benefits of every employee using a trauma-informed care lens.
- Compare a traditional educational setting and a trauma-informed educational setting.

Darlene Mack, MEd: Professional School Counselor, Findlay City Schools

Kelly Glick, EdD: Assistant Principal, Findlay City Schools



Darlene Mack is a veteran school counselor who has engineered a school counseling program based on the ASCA National Model and built community partnerships with organizations and businesses to support student success. Mack has integrated mindfulness into individual sessions and classroom visits with students and has trained teachers how to incorporate mindfulness into their classrooms. She is a member of her school district and building leadership teams, a board member for the Family Resource Center of Northwest Ohio, has served on her local and vocational boards of education, and is a business owner. Mack has degrees in Psychology and a Master of Education in School Counseling. She is currently a student in the interdisciplinary Leadership Studies doctoral program at Bowling Green State University. Her research is focused on trauma-informed care.

PC2

DAYTIME PRE-CONFERENCE SESSIONS | WEDNESDAY, NOVEMBER 8



Dr. Kelly Glick is a people-oriented, results-focused leader with 26 years of experience in education—6 years as a high school biology, chemistry, and physics teacher; 9 years as a school counselor; and 11 years as a secondary school administrator. In addition to experience in rural, suburban, and urban school districts, Dr. Glick is a licensed Superintendent and Administrative Specialist in Curriculum Instruction and Professional Development. Since 1996, Dr. Glick has presented at nine state conferences and two national conferences on trauma-informed care, emotional intelligence, Challenge Day, and diversity. She has coordinated 41 Challenge Day programs, serving 4,100 high school students and 820 adults. Dr. Glick successfully defended a dissertation titled “Impact of a Trauma-Informed Care Professional Development on School Employee Perceptions of Knowledge, Dispositions, and Behaviors Toward Traumatized Students” in 2017 to earn a doctorate from Bowling Green State University’s interdisciplinary Leadership Studies program.

PC3

Reducing the Impact of Implicit Bias Among Professional Counselors

6 clock hours

This presentation will explore the phenomenon of implicit bias among clinical mental health and school counselors. Specifically, how does implicit bias manifest in the counseling process and in comprehensive school counseling programs? How does it negatively impact clients and students in their development? These questions will be explored in-depth. Strategies that clinical mental health counselors and school counselors can employ to reduce implicit bias within their practice and programs will also be shared.

Participants will

- Gain an understanding of implicit bias within the context of counseling and education.
- Be able to identify how implicit bias negatively impacts clients and students, and the work of clinical mental health and school counselors.
- Identify strategies for reducing implicit bias at the individual and programmatic levels.

Tylon Crook, PhD, NCC, LPC (MS): Core Faculty, Walden University; School Counselor, Mississippi School for Mathematics and Science



Dr. Tylon Crook, a National Certified Counselor and Licensed Professional School Counselor, attended Mississippi State University where he completed an undergraduate degree in Educational Psychology and a graduate degree in Mental Health and School Counseling. He went on to earn a doctoral degree from Auburn University in Counselor Education and Supervision. Dr. Crook is currently a core faculty member with Walden University and practices part-time as a professional school counselor with the Mississippi School for Mathematics and Science. His research interests include working with African American men and spirituality, social justice advocacy in counseling, and how the school-to-prison pipeline impacts African American boys. A military veteran, Dr. Crook is also a member of numerous organizations, including the American Counseling Association and the American School Counselor Association.

PC4

Raising the Bar: Critical New Concepts in the ACA Code of Ethics

6 clock hours; 6 ethics clock hours

With many significant updates and additions, the latest version of the ACA Code of Ethics substantially raises the bar for the ethical practice of professional counselors. It also presents challenges and requires practitioners, clinicians, students, counselor educators, supervisors, and researchers to think differently. This presentation will highlight new ethical imperatives in such areas as professional values, social media, the imposition of counselor personal values, and fee splitting. A focus of this workshop will be on using a comprehensive decision-making model to resolve modern and complex ethical dilemmas. Participants will spend substantial time practicing ethical decision making with one of the most difficult real-life situations ever encountered by a professional counselor. Participants will also practice the skill of bracketing—setting aside one's personal values to avoid imposing them on clients.

Participants will

- Learn about new ethical imperatives in areas such as professional values, social media, the imposition of counselor personal values, and fee splitting.
- Advance their ethical decision-making skills.
- Practice bracketing—the skill of preventing the counselor's personal values from interfering in a session.

David M. Kaplan, PhD, NCC: Chief Professional Officer, American Counseling Association



Dr. David M. Kaplan is a past president of the American Counseling Association and its current chief professional officer. He is also a past president of the International Association of Marriage and Family Counselors, the New York Counseling Association, and the New York Association of Marriage and Family Counselors. Dr. Kaplan's experience includes 18 years in private practice and college counseling settings as well as 25 years as a counselor educator.

Dr. Kaplan's publications include one book, 9 book chapters/contributions, and 40 journal articles. He has conducted 350 professional presentations on such topics as counseling ethics, professional issues in counseling, family counseling, and counseling association management. Dr. Kaplan is listed in Who's Who in America, and has been recognized with honors from the American Counseling Association (Fellow), the International Association of Marriage and Family Counselors (Distinguished Service Award), the Association for Adult Development and Aging (Presidential Award for Mentorship), the Virginia Counselors Association (Outstanding Leadership and Service Award), the New York Counseling Association (Distinguished Legislative Service Award), the Arizona Counselors Association (Phoenix Award), and Argosy University (Excellence in Research Award).

DAYTIME PRE-CONFERENCE SESSIONS | WEDNESDAY, NOVEMBER 8

PC5

Building Successful Integrated Care Teams through Strength-Based Supervision

6 supervision clock hours

Health care is rapidly evolving to include integrated models and team-based care. Counselors are being embedded in the health care setting at an increasing rate. Counselors and supervisors may be ill-prepared to be effective within this shifting environment. A strong integrated care team is built on a foundation of strength-based supervision. Counselors who work in an integrated care setting have unique challenges that stretch counseling supervisors. In this session, supervisors from Hopewell Health Centers—a community mental health center and federally qualified health center providing integrated care in Southeast Ohio—will help participants learn strategies to effectively support supervisees who work in diverse teams. Hopewell Chief Strategy Officer Sherry Shamblin will facilitate the session that will allow participants to have robust discussions with experienced Hopewell supervisors about what it really takes to develop effective integrated care teams.

Participants will

- Identify core competencies for supervisees who work in an integrated behavioral health and primary care setting.
- Describe strategies to support and sustain a diverse team composed of multiple disciplines.
- Understand their own unique strengths and growth areas as supervisors and create a plan for enhancing their own development.

Sherry Shamblin, PhD, LPCC-S: Chief Strategy Officer, Hopewell Health Centers

Eduardo Robles, D.O: Chief Medical Officer, Hopewell Health Centers

Erin Lucas, MSW, LISW-S: Director of Early Childhood Programs, Hopewell Health Centers

Kate Jiggins, LPCC-S: Medication Assisted Treatment Services Coordinator, Hopewell Health Centers

Kylie Lemaster, LPC: Behavioral Health Consultant, Hopewell Health Centers

Micki Lamb, Child Team Supervisor and Trauma-Informed Care Coordinator, Hopewell Health Centers

Kristin Chamberlain, MEd, RN: Doctoral Student, Ohio University; Integrated Care Training Intern, Hopewell Health Centers



Dr. Sherry Shamblin is the Chief Strategy Officer of Hopewell Health Centers (HHC), an integrated care organization serving eight counties in Southeast Ohio. HHC provides primary care, mental health, addictions treatment, early childhood developmental services, nutrition, and dental health. In her role, Dr. Shamblin develops projects for the agency and provides oversight of behavioral health clinic directors; primary care site managers; and directors for early childhood, WIC, Oral Health, and other HHC programs. Dr. Shamblin holds a PhD in Counselor Education from Ohio University and has completed advanced training in integrated care from Cherokee's Integrated Care Academy and a post-master's certificate in Behavioral Health Integration from the University of Massachusetts. She has trained other local, state, and national providers on principles of integrated

care through Integrating Professionals for Appalachian Children, Ohio University, the Ohio Department of Health, and at national conferences.

PC6

Suicide Prevention, Assessment, and Intervention: Practical Skills for Counselors

6 clock hours; 6 supervision clock hours

Suicide is the tenth leading cause of death overall and the second leading cause of death among adolescents. Recent laws in Ohio have made suicide prevention programming a requirement for school and college counselors, and clinical counselors continue to see an increase in suicide risk among all age groups. This program will provide participants of all skill and experience levels, in all types of settings, with concrete, practical information on suicide assessment, prevention, and intervention. An extensive booklet of information will provide more depth for participants to implement prevention programming and to conduct culturally and developmentally appropriate risk assessments, as well as a seven-step model for intervention that includes specific and concrete strategies for implementation.

Participants will

- Be able to demonstrate an understanding of suicide, including risk factors and warning signs.
- Learn and apply a model for suicide risk assessment.
- Learn and apply a seven-step suicide crisis intervention model appropriate for adolescents and adults.

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

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



Dr. Darcy Haag Granello is a professor of Counselor Education and director of The Ohio State University Suicide Prevention Program. She has published over 60 articles in peer-reviewed national journals; has led more than 300 presentations; and has secured \$2.2 million in grants and funding, primarily in suicide prevention.



Dr. Paul F. Granello is an associate professor of Counselor Education at The Ohio State University and a founding partner, with the Ohio Department of Mental Health, in establishing the Ohio Suicide Prevention Foundation. He is the recipient of \$2.3 million in federal funds for suicide prevention.

Together, the Granellos have authored three books on suicide; have led more than 150 clinical trainings for counselors in suicide prevention, assessment, and intervention in 10 countries; and have presented more than 100 suicide prevention gatekeeper trainings.

EVENING PRE-CONFERENCE SESSIONS | WEDNESDAY, NOVEMBER 8

Wednesday

7:00 PM - 9:00 PM

PC7

From Clutter to Clarity: A Working Session to Prep for OSCES

2 clock hours

The Ohio School Counselor Evaluation System (OSCES) can be a very intimidating and daunting process to complete in addition to everything else you do throughout the year. Join us to discuss how to best organize your OSCES evidence and participate in this working session to amp up your data collection.

Participants will

- Share their first-year experience with OSCES and address any concerns that arose during that first year.
- Brainstorm ways to provide and organize their evidence, with emphasis on the creation of a digital or paper evidence binder.
- Share relevant programming ideas and ways to develop data when evaluating the effectiveness of their services.

Rochelle Ford, LSC: School Counselor, Sylvania Schools

Brittany Robbins, LSC: School Counselor, Sylvania Schools



Rochelle Ford is in her thirteenth year of education at Sylvania Schools in Sylvania, Ohio. Ford earned a bachelor's degree in Education and a master's degree in School Counseling from the University of Toledo. She continues her school counseling journey by pursuing her doctoral degree at the University of Toledo in Counselor Education. After 12 years at the high school level (5 as a teacher and 7 as a school counselor), Ford moved to the

wonderful world of junior high school counseling in the fall of 2016. One of her many passions as a school counselor is to help others visualize, develop, and implement a comprehensive school counseling program. Ford enjoys helping fellow school counselors find new ways to reach students, develop data, and be creative on the job! In her free time, she is a loving mother to two super children who keep her quite busy.



Brittany Robbins is in her eighth year of education with the Sylvania School District in Sylvania, Ohio. Robbins earned a bachelor's degree in Education in the areas of School Health and Physical Education from The University of Toledo and a master's degree in School Counseling from Liberty University. Currently, she is in her second year at Timberstone Junior High as a school counselor.

She has spent most of her years in education at the junior high level—which she feels are the most influential years in a student's life—and loves the challenge of working with students as they begin their journey of adolescent development. Robbins strives to help both her students and their families manage all that life throws at them. She also enjoys helping faculty and working with other school counselors in the district to see the "big picture" of education. Outside of school, Brittany is a wife and a new mom who enjoys golfing and spending time with her family.

PC8

Cultural Competence with Millennial Anxiety

2 clock hours

Over the past 10 years, anxiety has surpassed depression as the number one presenting concern for youth across the country, including students in college counseling centers. In this session, we will explore the multifaceted reasons for this generational increase in anxiety and how to treat it effectively. This presentation will focus on four main areas including: cultural competence with the Millennial generation, identifying

unique triggers of anxiety with this population, instruction on adapting interventions to fit Millennial needs, and future directions for treatment.

Participants will

- Be able to identify several societal changes that have contributed to an increase in anxiety among Millennials.
- Have a greater understanding of the role of generational cultural competence in effective treatment.
- Identify several ways of modifying current interventions to be effective with a Millennial population.

Kipp Pietrantonio, PhD: Counseling Psychologist, The Ohio State University's Counseling and Consultation Service



Dr. Kipp Pietrantonio is a Counseling Psychologist at The Ohio State University's Counseling and Consultation Service. He is a graduate of the University of North Dakota's Counseling Psychology Program. He completed his doctoral internship at the University of California, Santa Cruz and a post-doctoral fellowship at the University of Michigan. Dr. Pietrantonio specializes in college mental health and has a specialty focus on working with collegiate anxiety. He has been featured in the *Wall Street Journal*, the *Chronicle of Higher Education*, and on NPR for his work with college students. Dr. Pietrantonio also cohosts the Midwestern Social Scientists Podcast and has served in APA governance as the Vice Chair of the Committee on Socioeconomic Status.

PC9

Exploring Online Process Addictions: Etiology, Diagnosis, and Treatment

2 clock hours

Process addictions have long been a concern among mental health professionals but remain a widely unexplored area in research and practice. Now, with many process addictions such as shopping, gaming, gambling, relationships, love, and pornography easily available via the Internet, these addictions are rapidly growing. It is vital for counselors across settings (i.e. school, college, addictions, private practice) to understand the roots of these addictions, how and why they may form, the nuanced differences between the behaviors, and most importantly what to do about them. This session will explore etiology of process addictions, the characteristics of the various types, and treatment options—and will also take a deep dive into online gaming (the fastest growing process addiction).

Participants will

- Be able to identify characteristics of online process addictions including differences and similarities among types and in comparison to chemical dependence.
- Be able to articulate theories of etiology of process addictions and how they form, as well as why they impact some clients and not others.
- Be able to identify treatment options and how to relate the information learned into their own settings.

Michael S. Lewis, PhD, LPCC-S: Instructor, Capital University of Counselor Education



Dr. Michael S. Lewis is a practicing Licensed Professional Clinical Counselor and Supervisor with 15 years of experience working primarily with young adults and the college-aged population. His specialties and research interests are wellness counseling, online gaming addiction and benefits (e.g., leadership and teamwork training, critical thinking, and increased self-efficacy), counselor development, and counselor supervision. Dr. Lewis is also involved in state and national leadership with the Ohio Counseling Association and other similar organizations.

STANDOUT SPEAKER SERIES

Thursday

8:30 AM - 10:00 AM

1

Keeping Up with the Counseling Profession: Current Issues at the National Level

1.5 clock hours

The counseling profession has made many advancements including the coalescence of professional identity and new employment opportunities. Professional counselors need to be well-informed as to what these changes mean for them. ACA's chief professional officer will discuss the organization's efforts to advance the profession in such areas as educational requirements, licensing standards, licensure portability, and legislative efforts—and the implications of these advancements for practitioners/clinicians and counselor educators.

Participants will

- Learn about advancements in professional counselor identity.
- Learn about new licensing requirements.
- Learn about current counseling related legislative efforts.

David M. Kaplan, PhD, NCC: Chief Professional Officer, American Counseling Association

2

Career Café and Other Fun Career Lessons to Engage Your Students

Are you looking for new, exciting ways to engage your students and increase their career awareness? In this session, you will learn about Career Café—a fun program to help students learn about careers and to get parents and community members involved in your school. In addition to learning how to implement your own Career Café program, you will learn about other engaging career lessons and activities that can be used immediately with your students.

Participants will

- Learn about Career Café—what it is and how it benefits students.
- Examine considerations for developing a Career Café program.
- Gain new ideas for lessons and activities to increase students' career awareness.

Diana Arie, LSC: School Counselor, Olentangy Local Schools

3

Trans Students 201: Beyond Bathrooms

This session will address a multitude of issues faced by trans and gender nonconforming students. The session will include a brief overview of basic recommended practices. The focus will be on providing counselors with a better understanding of these students' needs, such as learning where to access the resources to best support them in a school setting. Topics will include working with your administration to improve school culture, understanding needs such as access to sports and college resources, and current legal considerations for school districts.

Participants will

- A clear understanding of where to find legal information when advocating with trans or gender nonconforming students and their families.
- Be prepared to collaborate with administrators, teachers, and support staff to create a positive school climate for all students, including trans and gender nonconforming students.
- Understand the breadth of needs of trans and gender nonconforming kids, and act proactively in the best interests of these students.

Carrie Frederick, LSC: School Counselor, Springfield High School

4

Small Steps Lead to Big Gains: Managing Data Anxiety to Create a RAMP-Worthy School Counseling Program

In this discussion-based session, the presenters will describe data anxiety and how it manifests in school counselors' reluctance to design the data collection processes that can lead to RAMP-worthy comprehensive school counseling programs. Participants will share their experiences with data, and together with the presenters, they will generate ideas for ways to overcome data anxiety and make concrete plans for data collection.

Participants will

- Hear about other data-anxious school counselors, thereby normalizing their concerns and reducing shame about data anxiety.
- Identify barriers to data collection. This recognition and ability to articulate concerns about data collection and analysis will lead to developing mindsets and strategies for overcoming obstacles.
- Brainstorm tools to address data anxiety and

learn concrete ways to collect data (small steps lead to big gains).

- Make a commitment to begin to collect their own data and understand how this data collection process will improve their school counseling program.
- Envision a short- and long-term timeline in which these data-driven practices lead to completing the Recognized ASCA Model Program (RAMP) application process.

Sarah Geiger, LSC: School Counselor, Pickerington Local School District

Brett Zyromski, PhD, LSC: Assistant Professor, Counselor Education, The Ohio State University

Colette Dollarhide, NCC, ACS, LPC-S: Associate Professor, Counselor Education, The Ohio State University

J.P. Oehrtman, LSC: Pickerington Local School District

5

Developing and Leading an Effective Group

1.5 clock hours

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

Participants will

- Understand the process of group development, how to select group members, use the assigned group to build cohesion, or add people to an already existing group. This will include a demonstration by taking audience members and showing how to build a cohesive aligned group.
- Learn about the role of the group leader, how to facilitate the engagement process, and how to help the group go through the process to become maximally differentiated and effective.
- Learn the process of how to take the group through the stages of group development by watching the facilitator work with the audience. Although this will be a demonstration with participants, it will illustrate the changing role of the leader and how to move from leader-centric to audience and group engaged.

Norman Shub, LPCC-S: President and Director, Gestalt Associates

6

This Is Not an Exit: Identifying and Working with Clients Who Self-Harm

1.5 clock hours

This session is designed for counselors or other adults working with people susceptible to self-harm. It is estimated that 2 to 3 million people engage in some form of self-harm, and most adults state that they are uninformed or uncomfortable with the topic. Participants will learn statistics, risk factors, and reasons behind self-harm. Participants will also examine how to integrate evidence-based practices for detection, intervention, treatment, and prevention, as well as determine how their own experiences and thoughts may impact their work.

Participants will

- Learn the risk factors, statistics, and reasons behind self-harm among adults and adolescents, and why it is important to identify and address these actions.
- Learn common and subtle signs of self-harm versus suicidal behavior, and identify how their own thoughts and experiences may impact the way they work with clients.
- Learn how to integrate evidence-based practices for detection, intervention, treatment, and prevention of self-harming behaviors in a therapeutic setting.

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

7

Practitioner's Guide to Ethical Decision Making

1.5 clock hours; 1.5 ethics clock hours

Counselors are often faced with situations that require sound ethical decision-making ability. Determining the appropriate course to take when faced with a difficult ethical dilemma can be a challenge. To assist LPCC's in meeting this challenge, the presenters will review the "Practitioner's Guide to Ethical Decision Making" as a framework for sound ethical decision making. This document addresses the guiding principles that are globally valuable in ethical decision making and presents a model that professionals can use as they address ethical questions and dilemmas in their work. The coauthor of this ACA publication is the lead presenter of this program.

Participants will

- Review foundational principles and best ethical practice in the counseling profession.
- Address the ACA-adopted Ethical Decision-Making Model that will assist clinicians in systematically working through potential ethical challenges.
- Learn to apply the decision-making model through case study application during the presentation.

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

David E. Jones, LPC: Counselor Educator, Cincinnati Christian University; Private Practice

8

Banishing Burnout: Solutions for the Substance Abuse Counselor

High rates of voluntary turnover have long plagued the substance abuse treatment field, with burnout being a primary predictor of intention to terminate. Burnout can have deleterious consequences for the counselors who experience it, as well as the clients and organizations they serve. This presentation will provide counselors and supervisors with the tools necessary to recognize, prevent, and address burnout within themselves and their supervisees.

Participants will

- Be able to identify the signs and symptoms of burnout, as well as describe the risk factors associated with the development of burnout among counselors working in substance use treatment facilities.
- Be able to identify and utilize assessment instruments that measure burnout among counselors, and will be able to use these personally or with supervisees.
- Be able to describe and utilize several self-care strategies that can prevent and/or reduce burnout symptomatology.

Chelsey Zoldan, LPCC, LICDC, NCC: Counselor, Medication Assisted Treatment, Meridian HealthCare

Valerie Prevosnak, LPCC-S: Program Manager, Medication Assisted Treatment, Meridian HealthCare

Julie Lenyk, LPCC-S: Assistant Professor, The University of Akron



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SESSIONS | THURSDAY, NOVEMBER 9

Thursday 8:30 AM - 10:00 AM

9

Peer Facilitation: Using Peers to Teach

Participants will learn about the Northmont High School peer facilitation program and how to replicate it at their own school. Our students develop leadership and teaching skills while educating younger students about conflict mediation; anti-bullying; and drug, alcohol, and tobacco awareness. This program provides education, mentoring, and leadership opportunities for all students involved at little or no cost to the district.

Participants will

- Learn about the Northmont High School peer facilitation program and understand the overall value it provides to the school district.
- Be provided with an overview of the following programs: conflict mediation for middle and high school students, KEY Anti-Bully Education Program for elementary students, and the STEP substance abuse prevention program for middle school students.
- Leave the session able to implement—in full or part—a peer facilitation program in their own school.
- Gain access to a website with materials including curriculum, role-play skits, referral sheets, and sample permission slips.
- Receive a list of Northmont staff who can be contacted for further information and to help support implementation of a program.

Sheree Coffman, LICDC: Student Assistance Counselor, Northmont City Schools

High School Students, Northmont City Schools

Rita Tilton, LSC: School Counselor, Northmont City Schools; Adjunct Instructor, University of Dayton

10

New Session Announced Soon!

11

School Counselor, Where Art Thou? The Underutilized School Counselor Amidst a Mental Health Crisis

The appropriate utilization of the time and responsibilities of school counselors is paramount in the modern educational environment. This session will present data

from a current study on school counselor activities and duties. Participants will be invited to engage in critical dialogue about how they provide a comprehensive school counseling program amidst time restraints and heavy expectations to perform non-counseling related tasks. The goal of this presentation is to equip school counselors with the necessary tools to advocate for appropriate job duties, with a greater emphasis placed on the counseling element of the profession—addressing the prominent mental health and emotional needs of students.

Participants will

- Explore the actual roles and responsibilities of school counselors in the state of Ohio and evaluate how they align with the ASCA National Model and the Ohio School Counselor Standards.
- Understand the importance of data collection in addressing the mental health needs of students.
- Identify strategies for advocating for a reprioritization of job duties within schools and school districts across Ohio.

Leslie Neyland-Brown, LSC, LPC: Assistant Professor and School Counseling Program Director, Wright State University

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

Math and test anxiety can be extremely unpleasant, involving psychological and physiological elements. While these students are often bright, study regularly, and otherwise do well in their coursework, they can suffer in silence, enduring significant symptoms of anxiety. Students may seek consultation from school or mental health counselors who may feel unequipped to assist them or who may not know how to assist their teachers. The presenters will provide strategies to reduce math and test anxiety so these students can be academically successful and graduate on time.

Participants will

- Identify symptoms of math anxiety, test anxiety, and other types of anxiety experienced by students.
- Learn new ways to intervene with students who are experiencing math anxiety, test anxiety, and other types of anxiety. The overall goal is to increase retention so these students remain in school and graduate on time.

Mary Jane Preece, PhD, LPCC-S, CRC, LPCC-S, CRC: Private Practice Clinical Counselor; Associate Lecturer, Ohio University-Chillicothe

Barbara A. Mahaffey, PhD, LPCC-S, LPCC-S: Private Practice Clinical Counselor; Full Professor, Ohio University-Chillicothe

12

Promoting Learning, Success, and Graduation: How Counselors Can Help Students Reduce Anxiety

1.25 clock hours

The success of any school depends on its ability to support successful graduates. Anxiety, especially math and test anxiety, can be a significant barrier to success for some students.

13

Experiential Strategies in Cross-Cultural Supervision to Enhance Multicultural Competency

1.25 clock hours; 1.25 Supervision clock hours

Counseling supervisors and supervisees benefit from knowledge and awareness of cultural differences that may impact the supervisory dyad,



and ultimately client care. The responsibility to cultivate a supervisory relationship supportive of cross-cultural dialogue rests primarily with the supervisor. This presentation will share several experiential exercises designed to support and enhance the progression from awareness to competence. Participants will learn strategies to begin using immediately in counseling supervision.

Participants will

- Learn the principles of cross-cultural supervision supported in contemporary counseling literature.
- Learn three experiential strategies to promote cross-cultural awareness in the supervisory relationship.
- Identify the impact of intentional use of supervision strategies on client care.

Rhonda L. Norman, EdD, LPCC-S, LICDC: Associate Professor, Xavier University

Rebecca Morra, MA, CT: Graduate Student, Xavier University

14

Putting the Behavior Back in CBT: How to Treat Anxiety Disorders with Exposure Therapy

1.25 clock hours

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

Participants will

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

Bill Emahiser, LPCC-S: Counselor, Unison Heath

15

Working with Families Impacted by Addiction: Promoting Systemic Change

1.25 clock hours

This presentation will provide an overview of the impact of addiction on families and explore techniques for working with these families. Participants will learn about the impact of addiction on families, apply the transtheoretical model to family work, and identify benefits and challenges of engaging the family in counseling. Specific techniques for working with families impacted by

addiction, including structural family diagrams, genograms, and timelines will also be presented.

Participants will

- Identify benefits and challenges related to working with families impacted by addiction.
- Conceptualize family work through applying the transtheoretical model to individuals and the family system as a whole.
- Learn specific techniques that may be used to engage families impacted by addiction in the counseling process, including structural family diagrams, genograms, and timelines.

Amy E. Williams, LPCC, IMFT, LICDC-CS: Assistant Professor, Youngstown State University

Natalie Ricciutti: Graduate Assistant, Youngstown State University

STANDOUT SPEAKER SERIES

Thursday 10:15 AM - 11:45 AM

16

Selfies, Snaps, and Sexts: Girls, Social Media, and Self-Esteem

Social media has transformed the lives of girls in profound ways, impacting how girls navigate their personal and social lives. Hear the findings of an 18-month national research study with nearly 11,000 diverse girls that explores the way that social media impacts girls' friendships, relationships, and self-concept development. Statistics, coupled with the real stories and perspectives of girls, will provide participants with "real life" insight into girls' lived experiences and will provide strategies to help girls navigate this landscape more effectively.

Participants will

- Learn current issues facing girls as they relate to social media and technology.
- Review findings of a national research study, and stories and perspectives of girls to provide participants with "real life" insight into their lived experiences.
- Identify strategies for helping middle and high school girls effectively navigate the continually transforming social media landscape, develop healthy self-concepts, navigate relationships effectively, and set healthy boundaries in relationships.
- Understand the new social media landscape so they can develop enhanced skills to empathize and connect with female students.

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

17

Creating a Positive School Culture: PBIS at the Elementary Level

Creating a positive school culture can significantly improve outcomes and boost morale, impacting student success. This presentation will discuss ways to improve school culture and provide an overview of Positive Behavioral Interventions and Supports (PBIS) at the elementary level. The presenters will provide practical ideas for implementation, as well ideas for data collection and continued improvement.

Participants will

- Increase their knowledge of how to create a positive school culture at the elementary level.
- Gain awareness of the PBIS framework and how to implement it at their respective schools.
- Leave with practical ideas for promoting a positive culture and enhancing student success.

Penny Callahan, LSC: School Counselor, Austintown Elementary School

Kelley Mills, LSC: School Counselor, Austintown Elementary School

18

Addressing Mental Health in Schools: Practical Interventions

More and more students are expected to achieve at school while also balancing their own mental health needs. For these students to be successful, school counselors must be equipped with strategies and interventions to help them manage their symptoms during the school day. This session will focus on practical interventions that can be implemented immediately with a focus on realistic expectations. Legal and ethical considerations will be integrated throughout the presentation. Attendees will leave with several strategies to use that will allow both students and staff to feel empowered in this path toward achievement.

Participants will

- Review statistics about the current prevalence of mental health issues facing adolescents and children.
- Learn to pair each mental health diagnosis with practical expectations and interventions for the school environment.
- Examine the legal and ethical issues surrounding mental health issues in schools.

Rochelle Dunn, LSC, LPCC-S: Senior Lecturer, The Ohio State University

SESSIONS | THURSDAY, NOVEMBER 9

19

13 Reasons Why: What the Series Doesn't Tell You About Youth Suicide

The benefits of increased attention to youth suicide do not outweigh the increased risk stemming from the sensationalistic portrayal of youth suicide perpetuated by the popular television series *13 Reasons Why*. Perhaps some viewers will be motivated to dig deeper to understand what can be done to reduce the prevalence of suicide. Understanding the role of the school counselor, the myths and stigmas associated with suicidal ideation and completion, and the pros and cons of media attention have all been brought to light with this new series. This session will provide counselors with tools to better educate teachers, students, and parents when it comes to navigating *13 Reasons Why* with truths rather than myths.

Participants will

- Learn to educate teachers and parents about the relationship between suicidal behavior and mental health issues such as depression. The series does a poor job of depicting an accurate connection between the two—and it could potentially illicit triggers in viewers that struggle with suicidal ideation.
- Discuss the pros and cons of the media attention given to suicide among young adolescents and understand the best practice guidelines that should be followed by the media to depict suicide (the series violates these boundaries).
- Discuss how to promote the positive role of the mental health professional. The negative depiction of the school counselor in the series could potentially lead viewers to avoid seeking professional help.

Nancy Gillespie, LSC: School Counselor, Grove City Christian School

John Ackerman: Suicide Prevention Coordinator, Nationwide Children's Hospital

Amy Coleman, LISW: Nationwide Children's Hospital Center for Suicide Prevention and Research Team Member, Nationwide Children's Hospital

20

The Counselor's Role in Integrated Care: Collaborating with Primary Care Physicians Around Trauma

1.5 clock hours

This session will explore the counselor's role in educating primary care physicians about the presenting symptoms of PTSD and other trauma diagnoses. As clients often seek treatment in a primary care setting instead of mental health settings, PTSD is often

misdiagnosed and therefore left untreated. The goal is to ensure appropriate referrals for mental health services by improving communication between all care providers on behalf of the client.

Participants will

- Understand the physician's role in diagnosing and referring clients for trauma treatment.
- Appreciate the importance of an accurate trauma diagnosis in both children and adults.
- Identify ways to collaborate with physicians in an effort to accurately diagnosis and co-manage trauma treatment in children and adults.

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

Colleen Delaney, LPC: Graduate Assistant and Doctoral Student, University of Toledo

Nancy Delaney, LPCC-S: Associate Director of Behavioral Health, Mercy Memorial Hospital System

21

The Four Keys to Mitigating Student Anxiety

2 clock hours

Note: Extended time 10:15 am - 12:15 pm

The purpose of this presentation is to focus on the four nongenetic ways that parents and the early childhood experience create anxiety in the child. The presenter will make very concrete suggestions/interventions about what school counselors and/or other professionals can do to help mitigate this anxiety. This presentation will be extremely experiential and interactive, with the audience using their own developmental experience to explore what happens to children and how to intervene with their developed anxiety symptoms and issues. In addition, very specific intervention strategies and skills will be demonstrated to use with the different forms of anxiety that emerge in children in the school environment.

Participants will

- Understand and explore the four parental behaviors that cause anxiety.
- Learn specific interventions in the classroom and in the counseling environment that help diffuse this anxiety.
- Explore their own developmental experience and use that experience to understand how anxiety can develop in children.

Norman Shub, LPCC-S: President and Director, Gestalt Associates

22

Helping Clients Deal with Substance Abuse and Other Destructive Behaviors: Reality Therapy in Action

1.5 clock hours

Through simulated demonstrations, this interactive session will highlight practical and innovative skills for the creative use of evidence-supported reality therapy.

Participants will role-play clients, specifically difficult ones who abuse drugs or engage in other destructive behaviors. The presenter will illustrate the principle "sometimes the solution appears to be unrelated to the problem" and the principle of self-evaluation central to reality therapy and crucial for behavioral change. Client self-evaluation provides the basis for positive planning and goal achievement.

Participants will

- Identify three specific skills for intervening with clients who minimize or deny their own self-destructive behaviors.
- Apply the reality therapy/Ericksonian principle "sometimes the solution appears to be unrelated to the problem" in a practical and usable formulation. This application focuses on engaging clients in an empathic way for the purpose of assisting them to examine their own behavior.
- Enumerate three forms of self-evaluation, i.e., three ways to help clients evaluate the effectiveness of their behavior. Participants will also be able to describe two forms of self-evaluation related to the attainability of wants and the appropriateness of wants. Participants will thus be able to engage clients in a non-critical and non-blameful examination of whether "what I'm doing is helping or hurting myself and the people around me."

Robert E. Wubbolding, LPCC: Director, Center for Reality Therapy

Thursday 10:30 AM - 11:30 AM

OSCA PRESENTS

Publishing in the Journal of Counselor Practice

Members of the editorial board of the *Journal of Counselor Practice*, the official journal of the Ohio Counseling Association, will provide general information and practical suggestions for successfully navigating the journal's publishing process. General tips and strategies for writing and developing peer-reviewed manuscripts will be presented. Participants will also have an opportunity to ask questions related to the journal's publishing process.

Participants will

- Identify types of manuscripts published in the Journal of Counselor Practice.
- Discuss the submission process of the Journal of Counselor Practice.
- Learn strategies to promote scholarly writing and publishing skills for peer-reviewed publications.

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

Thursday 10:30 AM - 12:00 PM

23

Incorporating Therapeutic Approaches in the Treatment Planning Process

1.5 clock hours

Writing a quality treatment plan that clearly reflects best practice approaches, as well as personal therapeutic preference, is crucial to ethical professional practice, insurance reimbursement, and successful treatment outcomes. This workshop will focus on the steps to designing treatment plans that effectively incorporate therapeutic approaches in the planning process, thereby enhancing treatment success. Participants will gain practical strategies to improve their documentation skills.

Participants will

- Understand the balance between client need and requirements of insurance payors.
- Identify major therapeutic approaches and best practice recommendations for common diagnoses.
- Recognize the role that insurance payors play in the provision of treatment.
- Identify preferred therapeutic approaches in treatment planning.
- Utilize therapeutic approaches in the development of objectives and interventions.
- Develop measurable objectives and interventions based on the identified therapeutic approach.
- Examine the integration of multiple therapeutic approaches in a single treatment plan.

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

24

Adverse Childhood Experiences

In this session, the presenters will discuss methods school counselors can use to educate the school community about adverse childhood experiences (ACE) and how those correlate to at-risk students. The presenters

will discuss ways that schools can identify at-risk students and teach resilience in an effort to help these students overcome trauma and life challenges so they can be successful and not identify themselves by their ACE score. One example discussed will be the *13 Reasons Why* book/television series.

Participants will

- Raise their awareness of students who have adverse childhood experiences (ACE) and understand the associated lifelong statistical outcomes.
- Identify students at-risk by their ACE score.
- Determine how to administer ACE or similar questionnaires without invading privacy to determine students' level of trauma exposure.
- Discuss how school counselors can educate one another and the school community to short-circuit the negative impacts of ACE while teaching resilience.

Carol Needham, LSC: Middle School Counselor, Perry Local Schools

Lisa Gigante: High School Counselor, Perry Local Schools

25

21st Century School Counseling: Addressing Socio-Emotional and Behavioral Needs by Promoting Mental Wellness

Students' mental health needs are directly connected to their ability to succeed academically. In this session, the presenter will detail findings of a study that investigated how school counselors are addressing the mental health needs of their students through evidenced-based programs to increase academic success. To better understand this phenomenon, school counselors shared their stories of how they have transformed their roles to foster mental wellness in their students. This session will provide evidenced-based strategies to help school counselors address the mental health needs of students.

Participants will

- Understand how school counselors have transformed their roles to address the socio-emotional and behavioral needs of all students.
- Know how to advocate for the school counselor's role in addressing the personal/social domain of the ASCA School Counselor Competencies to stakeholders.
- Use data to communicate their effectiveness in addressing the mental health needs of students through the use of evidenced-based programs.
- Learn to use evidenced-based strategies to address the mental health needs of all students.

Kelley Y. Olds, LSC: Assistant Professor, Bowling Green State University

26

Let's Tweet About It! OSCA Twitter Chat

Do you want to connect with school counselors all over the state while sitting on your couch? Yes, please! Come learn how to participate in future OSCA Twitter chats! Twitter chats promote discussion on hot trends in counseling, while expanding participants' professional network to counselors all over Ohio. We will teach you the basics of Twitter and how to be successful in a Twitter chat. Bring your device because we are going to have fun practicing a Twitter chat and learning from each other. Participants are encouraged to create a Twitter account before the presentation, but this is optional. We can show you how to do this, too. Let's get tech savvy, school counselors! #OhioSCchat

Participants will

- Learn how to navigate future OSCA Twitter chats to best support your professional development and connect with other school counselors across the state of Ohio and beyond.
- Participate in a mock Twitter chat as part of the presentation and have your questions answered in person.
- Learn the basics of Twitter and related tools to succeed in a chat (e.g., hashtags, following, PLN).
- Learn how to use Twitter and other social media to promote and support your comprehensive school counseling program.

Jeffrey Williams, LSC: K-5 School Counselor, Hilliard City Schools

Sara Williams, LSC: High School Counselor, Union-Scioto Local Schools

27

The Other Four-Year Degree: How Building Trades Apprenticeships Create a Path to the Middle Class

Career readiness is on the minds of many high school counselors: *How can I help my students achieve their potential? What if higher education isn't in the cards for them right now?* Building Trades Apprenticeship programs throughout Ohio provide a tuition-free pathway to learning a trade while earning competitive wages, benefits, and retirement savings. Learn the benefits of these programs and how to encourage your students to apply.

SESSIONS | THURSDAY, NOVEMBER 9

Participants will

- Understand the benefits of promoting Building Trades Apprenticeship programs to students.
- Gain access to tools and information to encourage students to consider a career in the building trades.
- Learn how students who may not be considering college can have a clear, tuition-free pathway to Ohio's middle class through the apprenticeship programs.

Christina Zimmer: Communications Specialist, ACT Ohio

28

A Picture Is Worth a Thousand Words: Photovoice as a Supervision Model

Do you think your supervision style is blurry or lacking focus? Are you looking to develop a novel supervision approach? If so, this session is for you! The presenters will illustrate ways that supervisors can help supervisees capture and reflect on client encounters from a different perspective. A snapshot of various supervision models will be highlighted. Additionally, the presenters will zoom in on the "photovoice" method and share benefits of utilizing it from their darkroom experience. Join in and be exposed to a creative lens on supervision!

Participants will

- Have an increased understanding of supervision models and be able to apply knowledge and skills learned from various case studies to real-life supervision sessions.
- Learn step-by-step guidelines for "photovoice" supervision and understand how to successfully implement this creative approach in their supervision sessions.
- Hear success stories that will inspire and motivate them to utilize the "photovoice" supervision approach with their supervisees.

Kelli Jo Arndt, LPCC: Professor and Director of MACC Program, Winebrenner Theological Seminary

Karen McGibbon, LPC (Jamaica): Assistant Professor, Winebrenner Theological Seminary

opportunity for supervisors to widen their understanding of these possible impacts and how their supervisory relationship with a supervisee can protect the supervisee from the most distressing impacts. Supervisors will learn how the impact of a client suicide may differ between a graduate student and a licensed supervisee, engage in reflective activities to better understand the culture and climate of their site, and learn additional suggestions to enhance their supervision to both prepare for and appropriately respond to the suicide of a client. This session would be appropriate for direct supervisors as well as administrators of agencies and practices.

Participants will

- Gain an understanding of the personal and professional impact of a client suicide on supervisees, including differences between graduate student supervisees and licensed clinician supervisees.
- Integrate additional education, training, assessment, and trust-building in their supervision to help decrease the negative impact of a client suicide.
- Have an enhanced understanding of supervision components that happen within and outside of the direct supervisory relationship and supervision sessions.

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

30

Redefining the Paradigm for Trauma-Focused Care with Eye Movement Desensitization and Reprocessing Therapy

1.5 clock hours

Eye Movement Desensitization and Reprocessing (EMDR) is a viable psychotherapy for the treatment of trauma and other trauma and stressor-related disorders. In recent years, several major organizations have endorsed EMDR therapy in practice guidelines as an efficacious treatment for post-traumatic stress disorder (PTSD). This workshop is designed for those not presently trained in EMDR who want to receive a thorough orientation about how the therapy works and how it can be used in various levels of care. Common misconceptions about the therapeutic approach are also addressed as a general review of the literature is presented. This workshop offers orientation to how the EMDR therapy approach can inspire counselors to change the way they look at trauma-focused care, whether they ever choose to get trained

in EMDR therapy. Several EMDR-related techniques using bilateral stimulation/dual attention stimulus will also be taught in this course, available for you to use in clinical settings.

Participants will

- Discuss the history of EMDR therapy as a trauma intervention and briefly learn how it works.
- Receive an overview of the current state of the literature and clinical approvals on EMDR therapy as an intervention for trauma-focused care.
- Evaluate client appropriateness for EMDR therapy and discuss logistics for referral.

Jamie Marich, PhD, LICDC-CS, REAT, LPCC-S: Director, Mindful Ohio & The Institute for Creative Mindfulness

Thursday 3:00 PM - 4:00 PM

OSCA PRESENTS

Grants, Awards, and OSCARs Knowledge Session

Do you want to implement a new program? Do you need funding to do so? In this session, participants will learn how to successfully write an OSCA grant step-by-step. Would you like to recognize an outstanding school counselor? This session will also provide information about all the awards available to honor deserving school counselors. Are you looking for a way to showcase your counseling program? The presenters will share what the OSCAR (Ohio School Counselor Accountability Report) is and how to use it to highlight all the great work counselors do.

Participants will

- Learn how to successfully write an OSCA grant, with emphasis on defining the program/activity the grant will fund, showing how many students will benefit, and outlining how the money will be spent.
- Learn about the School Counselor of the Year program and how to nominate someone, as well as other available awards for school counselors.
- Receive an introduction to the OSCAR (Ohio School Counselor Accountability Report) and learn how it can be scored and used to share program data with stakeholders.

Deb Gray, LSC: Jr. High School Counselor, Franklin Local Schools

Kelley Mills, LSC: Elementary School Counselor, Austintown Local

29

Supervision, Suicide, and Supervisees: What Supervisors Need to Know

1.5 clock hours; 1.5 supervision clock hours

The suicide of a client can have a pervasive professional and personal impact on a supervisee. This presentation will offer an

LUNCH & LEARN**Thursday, November 9, 2017 | 12:15 PM - 1:15 PM**

Participants may choose to step away for the lunch break (12:00-1:30 pm) or continue learning. AOCC offers these additional sessions to registrants for no additional fee. Participants may purchase a lunch via registration or bring their own; lunch is not required to attend.

31**Incorporating Mindfulness into Your School Groups**

Students are arriving at school with significant levels of stress, fear, trauma, and other challenges that are affecting their ability to learn, focus, and think creatively or critically. Mindfulness reduces stress and increases happiness, focus, productivity, self-awareness, memory, and mental health. Studies have shown that mindfulness can reduce symptoms of anxiety and depression and improve sleep. Come join us to become "mindfully aware" of ways you can incorporate mindfulness activities into your school-based groups and classroom lessons. This show-and-share session is going to focus on ideas that can be immediately applied in your counseling sessions. Some of the resources we will explore include interactive websites, books to use and read with students, the mindful jar, and much more!

Participants will

- Learn and practice mindfulness techniques that are appropriate for each age group.
- Explore mindfulness resources available to use and implement in your school practices.
- Explore the brain research behind mindfulness and its benefits for children.

Jen Russell, LPC, LSC: School Counselor, Lakota Local Schools

Jill Kelechi, LSC, CCDCIII: School Counselor, Lakota Local Schools

32**School Counselors as Social Justice Advocates for Equity and Access**

This session will highlight the importance of school counselors serving as social justice advocates to champion equity and access for underrepresented students in K-12 schools. Participants will explore and review local, state, and national data points that reflect a participation/opportunity/achievement gap(s). The presenter will share strategies and implemented programs created to address gap issues, in addition to engaging participants in a think-tank activity to consider how initiatives like Minority Scholars, MODEL Mentoring, and Spirit Book Club might work in their schools.

Participants will

- Learn about the importance of school counselors serving as social justice advocates to champion equity and access for underrepresented students in K-12 schools.
- Explore and review local, state, and national data points that reflect a participation gap in AP/IB programs.
- Participants will learn how to maximize student potential

with proper course placement and eliminate "gates" that are keeping students, especially students of color, from participating in advanced courses.

- Hear about some of the successes and challenges that Westerville City Schools has experienced in its process to identify, encourage, and increase the participation of underrepresented students in advanced courses. The presenter will also share three program initiatives created and implemented to address the district's participation/achievement gap (*Minority Scholars, MODEL Mentoring, and Spirit Book Club*).

Cynthia M. DeVese: District Coordinator of Minority Student Achievement, Westerville City Schools

33**The Impact of Our Work: Understanding Vicarious Traumatization and Post-Traumatic Growth**

1 clock hour

As counselors, we open our minds and hearts as we listen with empathy to stories of tragedy, devastation, and betrayal. When we engage empathically with students or clients who have experienced trauma, we open the door to experience vicarious traumatization and the opportunity for post-traumatic growth. Join this presentation to identify risk factors, symptoms, and develop personal and organizational strategies to decrease the risk of developing vicarious traumatization and foster post-traumatic growth.

Participants will

- Gain an increased awareness of how working with people who have experienced trauma impacts counselors.
- Have a greater understanding of vicarious traumatization and post-traumatic growth.
- Identify personal and organizational strategies to decrease risk of developing vicarious traumatization and foster post-traumatic growth.

Tamarine Foreman, PhD, LPCC-S, NCC: Assistant Professor, Ohio University

34**Prevention of Self-Directed Violence: Wellness-Based Approaches for Work with Youth**

1 clock hour

This presentation will address issues of self-directed violence as they relate to the behaviors of children and youth. Assessment strategies and evidenced-based prevention and intervention strategies will be discussed.

Clinicians will walk away with practical methods for addressing suicide-related behaviors and non-suicidal self-injury.

Participants will

- Review current research associated with self-directed violence, specifically non-suicidal self-injury and suicide-related behaviors.
- Discuss effective treatment strategies for intervening to reduce and stop self-injurious behaviors and prevent suicide attempts.
- Review assessment strategies designed to focus clinical decision making on interventions that match the purpose of self-directed violence and engage systems of support.

Mandy La Guardia, LPCC-S: Assistant Professor, University of Cincinnati

35**Supervising Counselors on the Forefront of an Epidemic**

1 clock hour; 1 Supervision clock hour

This presentation is given by a supervisor of counselors working with people diagnosed with heroin, opioid, and other chemical dependency issues in various settings such as drug court, residential care, and outpatient counseling. Attendees will learn about ethical issues associated with helping clients with cognitive and affective issues associated with heroin and other related substance use disorders. Attendees will also learn about the effectiveness of a "basket technique" used to build self-care concepts in clients who have been diagnosed with heroin, opioid, and other substance use disorders. Clients who have many losses due to substance use, abuse, and dependence require special considerations in supervision.

Participants will

- Learn about the supervision of counselors working with people diagnosed with heroin, opioid, and other chemical dependency issues.
- Learn about some of the ethical issues associated with supervising counselors who help clients with cognitive issues associated with heroin and other substance use disorders.
- Learn about a "basket technique" used to build self-care concepts in clients who have been diagnosed with opioid and other substance use disorders.

Barbara A. Mahaffey, PhD, LPCC-S, LPCC-C: Private Practice Clinical Counselor; Full Professor, Ohio University-Chillicothe

Mary Jane Preece, PhD, LPCC-S, LPCC-C, CRC: Private Practice Clinical Counselor; Associate Lecturer, Ohio University-Chillicothe

KEYNOTE

Thursday, November 9, 2017
1:30 PM - 2:45 PM

36 Counseling for Cultural Competency

1.25 clock hours



Ravi Hutheesing: Diplomat,
U.S. Department of State

Our differences—political, educational, religious, etc.—can either tear us apart as a society or be a catalyst for building empathy. Counselors show up daily with compassion, helping students and clients who are internalizing and living the cultural conflicts that so often divide us. Amid the pressure of today's strained environment, counselors are expected to be adept and confident in navigating cultural matters.

Ravi Hutheesing, a renowned cultural diplomat, will discuss how multiculturally competent counselors can cultivate empathy, foster identity, and support students and clients to navigate social injustices. He has created programs worldwide that foster cultural exchange and mutual understanding. His philosophies and strategies have helped businesses, educators, and more than a million people throughout the Americas, Europe, Middle East, and Asia bridge generational and cultural divides.

Hutheesing will share insight from several of his global projects, each an inspiring example of successful cross-cultural collaboration. Strategies will be presented for supporting students and clients today, while also influencing and empowering them to make great changes tomorrow. Hutheesing strongly believes that cultural competency is not just about bridging value differences, but also generational gaps. Ultimately, to understand how to effectively provide counseling in a cultural landscape that is rapidly changing and becoming increasingly diverse, we must understand where we are, how we got here, and where we are going.

Participants will

- Understand why cultural competency is important for the counseling profession.
- Become familiar with strategies that have been effective in bridging the cultural divide.
- Identify practices to implement in counseling to support students and clients to navigate social injustices.

Ravi Hutheesing is the first American-born member of India's Nehru-Gandhi family, who created and governed the world's largest democracy for over 40 years. He is the grandnephew of Jawaharlal Nehru (India's first prime minister), the nephew of Indira Gandhi (India's only female prime minister), and the cousin of Rajiv Gandhi (India's youngest prime minister).

Hutheesing is a musician (and former guitarist for the band Hanson), aviator, and contracted diplomat of the U.S. Department of State. His diplomatic travel has taken him to Russia to deliver a series of lectures on artist-entrepreneurship and youth leadership. He traveled to Indonesia, home to the world's largest Muslim population, to create a songwriting camp for Millennials from ASEAN nations, showcasing how arts and entrepreneurship can bridge the most severe cultural and religious divides. He has recently been in Iraq working with students from Mosul and in Syrian refugee camps in Lebanon. Currently, he serves as the director of Youth Engagement and Cultural Entrepreneurship for the Association of American Voices, a nonprofit organization that has been conducting cross-cultural engagement with audiences in 140 nations worldwide and administers some of the most effective cultural diplomacy programs of the U.S. Department of State.

STANDOUT SPEAKER SERIES

Thursday

3:15 PM - 4:30 PM

37

OSCES 2.0

Following the first year of OSCEs the (Ohio School Counselor Evaluation System) implementation for most school counselors in Ohio, this session will focus on sharing successes, insights, and challenges. School counselors will be challenged to an honest analysis of their school counseling program within the framework of OSCEs. School counselors will have the opportunity to design strategies, practices, and ideas to raise their programs and professional work to a higher level with the ultimate goal of promoting student success!

Participants will

- Review and clarify school counselor standards and evaluation in Ohio.
- Share successes and newfound insights into the standards and evaluation processes.
- Challenge themselves to achieve a better "next" year with the standards and evaluation.

Sara Williams, LSC: High School Counselor,
Union-Scioto Local Schools

Sarah Collins, LSC: High School Counselor,
Lancaster City Schools

Judy Maver, LSC: High School Counselor,
Akron Public Schools

38

Middle School Counselors Connect

Do you feel like you are working in isolation? Do you need new and fresh ideas for your middle school counseling program? In this session, the presenters will break the school year down into four parts: before, during, and after the school year, as well as summer. The session will examine how this framework allows for program planning to incorporate ways to access all students and build and bolster student and staff relationships. You will be receiving classroom lesson ideas, forms for documentation, small-group lesson plans, and more. Time will also be set aside for discussing your own ideas for making a school counseling program successful. If you have any documents you would like to share, please feel free to bring them.

Participants will

- Be able to design a framework for improving a middle school counseling program.
- Take away ideas, documents, and forms that can be applied in any middle school counseling program.
- Be able to identify the most important aspects of middle school counseling program and ways to enhance it.

Jane Ziegler, LSC: School Counselor, Delaware City Schools

39

Elementary Counselors Connect

Do you feel like you are working in isolation? Do you need new and fresh ideas for your elementary school counseling program? In this session, the presenters will break the school year down into four parts: before, during, and after the school year, as well as summer. The session will examine how this framework allows for program planning to incorporate ways to access all students and build and bolster student and staff relationships. You will be receiving classroom lesson ideas, forms for documentation, small-group lesson plans, and more. Time will also be set aside for discussing your own ideas for making a school counseling program successful. If you have any documents you would like to share, please feel free to bring them.

Participants will

- Be able to design a framework for improving an elementary school counseling program.
- Take away ideas, documents, and forms that can be applied in any elementary school counseling program.
- Be able to identify the most important aspects of an elementary school counseling program and ways to enhance it.

Marcy McKendry, LSC: School Counselor,
Northwest Local School District

40

Tools to Help Families Navigate Ohio's Complex Four-Year College Landscape and Identify "Good Fit" Colleges to Visit

With more than 60 private colleges and 14 public universities, not to mention the nearly 50 community colleges and regional campuses, the higher education landscape in Ohio is both rich and complex. College Bound Advantage supports high school counselors' work with students and families who are trying to select colleges to visit by proposing a model that identifies relevant student-college "fit factors" and connects students to groups or categories of Ohio's four-year residential colleges. Examples of categories include, "Ohio's Big 5 Liberal Arts Colleges," Ohio's Art & Design Colleges, Ohio's Public Universities, Ohio's Passionately Christian Colleges, and others. Research on student-college fit and retention will be discussed and connected to the descriptive categories of Ohio's colleges. Attendees will never view Ohio colleges or student-college fit the same way again.

Participants will

- Be able to organize Ohio's colleges into descriptive

categories based on academic programs, cocurricular offerings, and cost. These categories will clarify and simplify the complex higher education landscape in Ohio.

- Gain a working knowledge of current research on "college fit" and will be able to identify the most significant fit factors related to student success, retention, and satisfaction.
- Be able to identify student "fit factors" for each college category. This will improve school counselors' ability to recommend students to better optimize college visitation choices.

Jimmie (Jay) Young, LPCC: President,
College Bound Advantage

Leslie M. Cellar, LSC: Senior Consultant,
College Bound Advantage

41

Student Involvement in Effective Suicide Prevention: Transforming Individuals and Environments

Suicide has become widely discussed topic among youth and must be appropriately addressed by those working with students. Learn about how student involvement in suicide prevention efforts at a university transformed both campus climate and

Give Your Students Access to All of Their Career Options

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3.4 Million

Participants (5 years)

17,329

Schools (SY16-17)



student leaders. Consider how these successful practices can be adapted to varying grade levels, and gain tools for impacting school climate and effectively mentoring student-led mental health initiatives at your school.

Participants will

- Learn about student-led suicide prevention methods that have been successfully implemented for student development and culture change on a university campus.
- Consider and discuss how such methods can be adapted to be equally effective and safe when implemented with students of varying grade levels, particularly high school.
- Gain tools and techniques for mentoring student-led suicide prevention initiatives in order to impact attitudes and environment at your school.

K. Maria Lammy, LPC: Graduate Associate, OSU Suicide Prevention, The Ohio State University

Gayle Garcia, LPC: Graduate Associate, OSU Suicide Prevention, The Ohio State University

Sarah Geiger, LSC: School Counselor, Pickerington Local School District

42

Executive Functioning: Connecting to Success in School and Life!

This workshop will provide counselors involved with children with the latest research and best practices in how to effectively integrate new understanding of the relationship between executive functioning skills and academic and life success into their practices. The presenters will explore strategies on how students can learn to manage their time, plan and prioritize tasks, organize their thoughts and materials, focus their attention, and regulate their behavior. Participants will be able to implement these strategies immediately when returning to their building so they can help all students succeed in school and life.

Participants will

- Identify the cognitive and emotional components of executive functioning skills.
- Understand how executive functioning skills impact learning and development.
- Develop practical and effective strategies to improve executive functioning skills in the areas of attention, self-regulation, working memory, planning, and organization.

William DeMeo, LPC: Psychologist, Specialty Psychological Services

43

Boot Camp to Special Forces: Essentials for Working with Military Youth

A simple question: Do you know who the military youth are in your school? More than likely you have at least one student whose parent or guardian is serving or has recently served in the Armed Forces. In Ohio, there are military youth in every county in the state. We are all patriotic enough to support our veterans but are we looking out for their children while these servicemembers are deployed? Our military men and women can only concentrate on protecting our country when they know their own family is being taken care of. What rights and resources do they have? What resources does your school have to help these children navigate a unique situation? This session will explain how to identify these students and their families and how to provide them with resources when they are in need. The presenters will share effective practices used in their school district that have helped the district become more military family-friendly. They will also explain the rights that military youth have regardless of what state they live in. You will enter like a recruit in boot camp but you will leave with the knowledge of the special forces!

Participants will

- Establish the reasons why all schools should increase their knowledge of military youth and families (the "mission").
- Receive up-to-date information, resources, and contacts that teachers, school counselors, social workers, parents, and administrators can use to assist military families (the "rally point").
- Disseminate a game plan to immediately use in school to best assist military youth and families ("d-day").

Jason Durell, LSC: School Counselor, Olentangy Local School District

William "Chip" Merkle, Retired Teacher: Youth Program Specialist with the Family Readiness and Warrior Support Program, Ohio National Guard

44

Supporting Student Bodies (and Minds): How to Identify and Address Eating Disorders

In an era of intense focus on youth health and nutrition, rates of eating disorders remain alarmingly high. Eating disorders pose one of the most serious health risks to children and adolescents, leading to the highest mortality rates of any mental illness.

This presentation will offer practical tools for school counselors to help students who may be at-risk of developing or have developed an eating disorder. Counselors will learn to utilize empirically supported detection tools, understand when and how to intervene, and learn how to create a body-positive school environment.

Participants will

- Demonstrate the ability to utilize an empirically supported screening tool for the detection of eating disorder symptoms in students.
- Be able to identify at least three key principles in discussing eating disorders with students, families, and school colleagues.
- Demonstrate knowledge of at least two interventions to support students who are struggling with eating disorder symptoms at school.

Ashley Solomon, PsyD: Executive Director, Eating Recovery Center

Paul Bittner, LPCC-S: Clinical Manager, Eating Recovery Center

45

College Application Camps: Are They Worth Your Time?

Are you considering hosting a College Application Camp before school or early in the year? This session will detail several different types of College Application Camps and will provide possible structures, planning timelines, common implementation mistakes, and recommendations. Counselors who have offered these camps for many years and college admission representatives who have partnered with schools will lead the presentation.

Participants will

- Learn how a College Application Camp can save you time.
- Review different delivery models of College Application Camps.
- Understand how to plan and organize a College Application Camp.

Stephanie Krosnosky, LSC: College Counselor, Bexley City Schools

Amanda D. Leszczuk, LSC: Director of College and Career Counseling, Mariemont City Schools

Jeff Stahlman, LSC: College Counselor, St. Charles Preparatory School

College Admission Representative

46

Creative Couples Counseling Techniques to Promote Therapeutic Alliance and Well-Being

1.25 clock hours

In this session, several creative couples counseling techniques will be demonstrated including using a Miscommunication Model integrated with Choice Theory's WDEP System. Helping couples to ameliorate communication issues and set goals was the impetus for the creation of a "toolkit" that includes interactive drawings to help clients. These techniques include nonthreatening ways for counselors to help clients discuss their family rule books, diversities, barriers, and life issues. These takeaway activities are cathartic and promote client self-disclosure, insight, and problem resolution. This session will also include discussions on how these techniques can be adapted to various counseling situations and used as homework assignments.

Participants will

- Learn about the application of techniques to help couples prevent future miscommunications and promote alliances, acceptance, tolerance, and problem resolution.*
- Discuss the diversities, barriers, and challenges in couple relationship research and the creation of a Miscommunication Model.*
- Interact in small groups to learn/demonstrate communication techniques through exercises and games to set and maintain goals and promote communication efficacy through positive changes.*

Barbara A. Mahaffey, PhD, LPCC-S, LPCC-S: Private Practice Clinical Counselor; Full Professor, Ohio University-Chillicothe

Mary Jane Preece, PhD, LPCC-S, CRC: Private Practice Clinical Counselor; Associate Lecturer, Ohio University-Chillicothe

47

Cultivating Ethical Resiliency in Clinical Supervision: A Strength-Based Approach

1.25 clock hours; 1.25 supervision clock hours; 1.25 ethics clock hours

Although it is important to learn about the negative consequences and disciplinary actions associated with ethical violations, this session will emphasize the positive aspects of adhering to aspirational ethical standards. Individuals who attend this session will gain knowledge about ethical vulnerabilities and will learn practical strategies for cultivating

ethical resilience within the supervisory relationship.

Participants will

- Acquire an overview of what it entails to implement a strength-based, positive approach to ethics in clinical supervision.*
- Learn about the ethical vulnerabilities to which both supervisors and supervisees are prone.*
- Gain knowledge about various practical strategies that can be implemented in clinical supervision to promote ethical resilience.*

Kara Kaelber, PhD, LPCC-S: Chair, Counseling and Human Development Department; Associate Professor, Malone University

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

Annaleise Lessick, LPC

48

Evaluating and Recommending Candidates for Gender Transition

1.25 clock hours

More and more transgender people pursue social and medical gender transition, yet little is known about how counselors can effectively and affirmatively conduct clinical evaluation for gender dysphoria as well as recommend candidates for social and medical gender transition. This presentation will provide an overview of gender dysphoria and gender transition; strategies on affirmative clinical evaluation of gender dysphoria; and affirmative clinical assessment and recommendations for clients pursuing social and medical transition. Examples of clinical management and a letter of recommendation for gender transition will be provided. Practical considerations for affirmative practice are discussed.

OCA PAC Fundraiser PARK STREET TAVERN

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Park Street Tavern • 501 Park Street • Columbus, OH



\$15 for one drink voucher and appetizer selection
add \$5 for each additional desired drink voucher

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Register online:

1. go to www.ohiocounseling.org
2. click "donate to OCA PAC fund."
3. register by making payment using credit card.



Or at the door:

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SESSIONS | THURSDAY, NOVEMBER 9

Participants will

- Identify DSM-5 diagnostic criteria for gender dysphoria.
- Hear an overview of social and medical gender transition including its criteria and assessment.
- Discuss practical strategies that counselors can use to best assess and recommend candidates for social and medical gender transition.

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

49

The SHERPA Approach to Clinical Supervision

1.25 clock hours; 1.25 supervision clock hours

As clinical supervisors, it is our responsibility to walk with and guide supervisees on what can be a complex, challenging journey.

One way to approach this work is by positioning ourselves as trained companions or "SHERPA," practicing in a manner that is satisfying, hopeful, ethical, reflexive, practical, and authentic. This interactive workshop will offer supervisors a framework for enhancing authenticity and reflexivity in their current supervision practice, and will incorporate these concepts into an ethical decision-making model.

Participants will

- Become familiar with relevant aspects of Gestalt theory and their value in facilitating reflexivity and authenticity in clinical supervision.
- Identify and explore ethical concerns that are unique to the supervisory relationship.
- Learn and apply an ethical decision-making model that embraces the complexity of the clinical supervisor's responsibilities to both the supervisee and the client.

Krista Predragovich, LPCC-S: Program Manager of Counseling Services, Southeast, Inc.

50

Avoiding Microaggressions in Counseling: Practical Steps to Increase Cultural Competency

1.25 clock hours

Culturally competent counseling is not a new concept for licensed professional counselors, yet seasoned counselors can feel inadequate in addressing the needs of culturally diverse clients. This presentation will increase participants' knowledge of culturally competent counseling, while also providing tools and techniques necessary to support diverse clients in meeting their counseling goals. Participants will explore the topic of microaggressions and social justice

in an unjust world. They will also receive tips, tools, and techniques for working with ethnically diverse clients, LGBTQ clients, and culturally diverse older adults.

Participants will

- Develop the skills necessary to improve cultural awareness and the therapeutic alliance when working with ethnically diverse clients.
- Learn the skills necessary to eliminate microaggression and build a more culturally sensitive practice.
- Increase their knowledge of specific tools and techniques used to assist ethnically diverse clients, the LGBTQ community, and culturally diverse older adults in reaching their counseling goals.

Denita Hudson, LPC: Associate Professor, The Chicago School of Professional Psychology

51

Activating Advocacy Through the Future Career Autobiography

1.25 clock hours

With sweeping demographic changes related to race, ethnicity, culture, and other dimensions of identity in today's schools, it is essential for the counseling profession to critically identify the strengths and resiliency of diverse students while also providing hope for future careers. Every individual deserves a pathway to a successful career. The purpose of this session is to share insights related to research conducted on the career development of 181 diverse youth using Positive Youth Development (PYD) to inform social justice programming in K-12 schools.

Participants will

- Understand the foundation of Positive Youth Development (PYD) and how that complements practices of career counseling.
- Understand the practical applications of PYD with diverse student learners from low socioeconomic backgrounds.
- Learn innovative practices in how to use the Future Career Autobiography to address adolescent career development issues.

Cassie Storlie, LPCC-S: Assistant Professor, Kent State University

Logan Vess, LPC: Assistant Director of the Center for Career Services, John Carroll University

STANDOUT SPEAKER SERIES

Thursday

4:45 PM - 5:45 PM

52

Clinical Techniques for Managing Suicidal Clients

1 clock hour

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

Participants will

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

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

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

53

High School Counselors Connect

Do you feel like you are working in isolation? Do you need new and fresh ideas for your high school counseling program? In this session, the presenters will break the

school year down into four parts: before, during, and after the school year, as well as summer. The session will examine how this framework allows for program planning to incorporate ways to access all students and build and bolster student and staff relationships. Ideas will be shared regarding forms for documentation, schoolwide programs, and how to begin incorporating the ASCA model. Time will also be set aside for discussing your own ideas for making a school counseling program successful. If you have any documents you would like to share, please feel free to bring them.

Participants will

- Be able to design a framework for improving their high school counseling program.
- Take away ideas, documents, and forms that can be applied in any high school counseling program.
- Be able to identify the most important aspects of a high school counseling program and ways to enhance it.

Cara Habermehl, LSC: School Counselor, Vermillion Local Schools

54

Counseling Refugee Students and Their Families: Practical and Evidence-Based Strategies

Refugee students and their families have unique challenges in reaching their full potential. School counselors can effectively assist refugee students and their families, but they need the appropriate knowledge, skills, and resources to do so. This session will help attendees increase their awareness of the most common issues and challenges facing refugee students and their families; improve their knowledge of how these challenges relate to the concept of social justice; and learn about culturally sensitive, evidence-based, and practical strategies and resources that can help refugee students and their families reach their full potential.

Participants will

- Increase their awareness of the unique and complex challenges facing refugee students and their families. These include academic, language, socio-emotional, mental health, racism and acculturation, and economic challenges.
- Increase their awareness of counselor advocacy roles by exploring how the challenges facing refugee students and their families are related to the concept of social justice.
- Learn practical, effective, and evidence-based counseling strategies to help refugee students and families overcome their unique, complex, and multi-causal issues and challenges.

Yahyahan Aras, LPC: PhD Candidate, The Ohio State University

Colette Dollarhide, LPCC-S: Professor, The Ohio State University

55

Safety First! Informing Students and Helping Them Navigate Today's World

Danger is all around us: Smartphones and the Internet have revolutionized the way we learn and interact. The benefits are immense, but so are the potential risks. For teens in particular, cyberbullying, harassment, stalking, spying, "sexting," and sexual predation are reaching dangerous levels throughout the country. However, this is not the only danger to our youth. The dramatic increase in the use of opioids is killing our kids. They are drawn in and addicted before they even realize what has happened. Human trafficking is also claiming unsuspecting teens and forcing them into the modern-day slave trade. Find out how to inform your students about these serious issues in an experiential, personal, and impactful way. Plant seeds that will stick with them, should they find themselves in a compromising situation. The presenters will provide ideas, resources, and interactive implementation suggestions to help you develop your own "safety series" that will positively impact your students and help them navigate this crazy world. This format can be adapted throughout K-12 and perhaps even by agencies to use with schools or communities.

Participants will

- Learn about an innovative and direct way to inform and arm students with the knowledge and skills they need to navigate this complicated world. Some of the topics that will be discussed include cyber safety, drug safety, human trafficking, and healthy relationships.
- Experience a sampling of the hands-on experiences and engaging resources used for the presenters' "safety series."
- Walk away with the knowledge and resources needed to develop and implement their own "safety series."

Kris Owen, LSC: School Counselor, Pickerington Local School District

Eileen McGarvey, LSC: School Counselor, Pickerington Local School District

56

Developing a School Crisis Response Team

Has your school ever experienced a student death, faculty death, parent death, violent incident, or catastrophic event?

This presentation will guide participants in assembling a crisis response team of school counselors and other professionals, such as pastoral staff and mental health counselors in the community, to provide immediate professional support to schools experiencing a crisis. A general template/handbook with forms and guidelines will be provided.

Participants will have the opportunity to role-play assembling a team and intervening as a team in a crisis event.

Participants will

- Understand the rationale for developing a school crisis response team.
- Receive instruction on developing a school crisis response team in their community.
- Role-play assembling and implementing "the team" in response to a crisis situation.

Kathleen Robertson, LSC, LPC: Elementary School Counselor, Norwalk City Schools

Julie Cashen, LSC, LPCC-S, LSW: Adult Education, EHOVE Career Center

57

Celebrating National School Counseling Week—It's Easier Than You Think!

Learn easy ideas for celebrating National School Counseling Week in a way that connects the school counselor with students, parents, staff, and the community through fun educational interactive experiences. The focus of the celebration is on promoting the school counseling program, recognizing stakeholders, and having fun. Leave this session with a plan for National School Counseling Week, February 5-9, 2018.

Participants will

- Learn ideas to help communicate the role of school counselors.
- Identify ways to recognize and celebrate collaboration with staff, parents, and the community.
- Learn to promote a positive school climate through various activities that encourage interaction with students, staff, and school counselors.
- Leave the session with a plan in place so they are prepared for National School Counseling Week in February 2018.

Beth Marhefka, LSC: School Counselor, Knox County Career Center

Katherine Brown, LSC, LPC: School Counselor, Knox County Career Center

58

Obtaining a Doctoral Degree in Counselor Education While Practicing as a School Counselor

This session is designed for school counselors who have contemplated pursuing a doctoral degree. The presenters will examine available program options, discuss the time commitment involved, and delineate between types of degrees. This session will explore career opportunities and the professional development of school counselors during and after a doctoral program.

Participants will

- Explore doctoral options for practicing school counselors who are interested in pursuing a terminal degree. Options include online, CACREP delineation, land grant, and hybrid programs. The discussion will explore the delineation between EdD and PhD programs, the time commitment involved, the application process, and expectations.
- Examine career possibilities for school counselors obtaining a terminal degree, including higher education, adjunct instruction, clinical work, and central office.
- Explore the professional development that terminal degree programs offer for school counselors who remain in practice, including research knowledge, evidence-based practices, and clinical skills.

Robert Gilbert, PhD, LSC: High School Counselor, Highland Local Schools; Adjunct Instructor, Cleveland State University

Shirley Sloan-Oberdier, LSC, LPC: Elementary School Counselor, Lake Schools; Adjunct Instructor, Walsh University

59

Middle School: Where Aspirations and Opportunity Meet

Middle school and the transition to high school present unique challenges for both students and counselors. Please join the College Board to learn about the tools available to middle school students and resources that can help counselors clear the path to high school, college, and career readiness through resource management, program implementation, and best practices.

Participants will

- Learn about resources available from the College Board to help create student aspiration and to help students achieve college and career goals.
- Gain access to College Board tools and

resources to empower counselors in helping students attain success.

Vincent Sasso, LSC: Director, Counselor Community Engagement, The College Board

60

Counseling in A Crunch

Learn creative ways to meet the ever-changing needs of your students. Mandated instructional time has meant fewer opportunities for school counselors to work with students. Yet simply saying, "I can't find the time," is not an option when you're passionate about helping kids. Learn how to look at your own counseling program with a solution-focused attitude. The presenter will share several programs created to meet the needs of multiple students in less time. The result is meaningful relationships with more students through programs such as Healing Through the Arts, Let's Get Organized, Homework Club, STAR Shops, Behavior Boosters, and Counseling Convos, just to name a few. Hear about "Camp Care A Lot," a published program recognized by the State of Indiana as a "promising practice" that uses a camp theme to reach a large number of students. It's a fun program that students begin asking for the first day of school! Also, come prepared to share your own creative ideas that have made life easier.

Participants will

- Hear about programs the presenter has created to meet the needs of multiple students in less time. Programs discussed will include Camp Care A Lot, Healing Through The Arts, Let's Get Organized, Homework Club, STAR Shops, and Counseling Convos, just to name a few!
- Share and discuss the unique and creative ways school counselors are meeting the ever-changing needs of students.

Lisa Eck: School Counselor, Arlington Elementary

61

Mental Imagery as an Intervention for Mood Disturbances in Group Work Practice

1 clock hour

Researchers and clinicians understand that verbal cognitions play a role in regulating affective mood states; however, imagery also has a formative role in modulating affective mood states. Neurological theories note that mental imagery, the representation and experience of sensory information without direct sensory inputs, is highly successful in regulating mood disturbances. While effective practice of mental imagery in a group work setting is still in its infancy,

the presenters will explain the theoretical underpinnings of mental imagery and highlight five types of mental imagery and the therapeutic effects these interventions have on mood disturbances. Additionally, attendees will understand how to apply and integrate mental imagery interventions with clients in group work practice.

Participants will

- Understand the theoretical underpinnings of mental imagery and how mental imagery can amplify, strengthen, or minimize mood episodes.
- Learn about mental imagery application in clinical practice and five types of mental imagery techniques that can produce therapeutic effects for modulating mood disturbances.
- Understand how to successfully apply and integrate mental imagery interventions with clients in group work practice.

Katie Gamby, LPC: Professional Counselor, Self-Employed

Michael Desposito: Graduate Student, Bowling Green State University

62

Affirmative Clinical Supervision

1 clock hour; 1 supervision clock hour

Affirmative clinical supervision is a working relationship between a supervisor and counselor trainee that provides mutual respect and trust for one another, the counseling profession, and the clients they serve. This multicultural form of supervision is characterized by interpersonal, social, and contextual principles of affirmative counseling that guide treatment with the LGBT community. Affirmative supervision promotes individuality, cultural expression, and opportunity for personal and professional growth in a nonjudgmental environment for both trainees who work with the LGBT population as well as trainees identifying as LGBT. As multicultural counselors, affirmative clinical supervision is a best practice model that promotes our knowledge, acceptance, and understanding of the LGBT community.

Participants will

- Learn about the integrated affirmative supervision model and how to incorporate it into supervision with LGBT supervisees and supervisees working with LGBT clients.
- Learn how to incorporate affirmative counseling principles into the supervision relationship and environment.
- Learn how affirmative supervision principles can apply to supervisees with values conflicts in counseling.

Stephanie McGuire Wise, PhD, LPCC-S: Clinical Counselor/Supervisor and Adjunct Faculty, The University of Toledo

63

Career Exploration with Female Youth of Color Using Relational-Cultural Theory

1 clock hour

Relational-Cultural Theory (RCT), grounded in feminism and multiculturalism, provides a framework that counselors can use to understand the strengths and challenges in working with female youth of color on career issues. Researchers will share how their direct content analysis from 40 female youth of color supported RCT as a fitting and promising theory-to-practice model. Implications and innovative practices for mental health counselors, school counselors, and career counselors working with youth of color and families on career exploration will be provided.

Participants will

- Understand the foundation of RCT and direct content analysis methods helping to confirm this theory for female youth of color and career exploration.
- Understand the theory-to-practice application of RCT with female youth of color and how to integrate that into their practices in mental health counseling, career counseling, and school counseling.
- Learn innovative practices in how to apply RCT to client issues, particularly within cross-cultural counseling, while also engaging in culturally responsive advocacy for female youth of color.

Cassie Storlie, LPCC-S: Assistant Professor, Kent State University

Jenny Cureton, LSC (CO): Assistant Professor, Kent State University

Janice Byrd, LSC (SC): Assistant Professor, Kent State University

64

Dual Relationships, Isolation, and Stigma: Addressing the Challenges of Rural Clinicians

1 clock hour

Ethics, isolation, and stigma, oh my! The role of a mental health counselor in a rural community is a multifaceted role that is not heavily addressed in the counseling programs. Considering that 89% of Ohio's land is in rural areas and that 22% of Ohio's population resides in these rural areas, gaining an understanding of the qualities of rural communities and how these communities impact professional counselors is a must!

Participants will

- Explore specific unique barriers and implications of serving rural populations.
- Become aware of how "community identity" can impact professional decision making.

- Be able to determine how to best address the ethical and professional dilemmas that arise in serving rural populations.

Meagan S. McBride, LPC: Doctoral Student, University of Toledo; Counselor, New Transitions Counseling

Christopher Roseman, LPCC: Associate Professor, University of Toledo

65

Values, Values, Values: Where Do They Belong in Counseling?

1 clock hour; 1 ethics clock hour

Participants will identify situations where values became an ethical concern when working with clients/students. Using professional codes of ethics and the Counselor Values-Based Conflict Model, participants will examine case studies to practice bracketing and decision making. The issue of appropriate referrals will also be addressed.

Participants will

- Experience a review of the ACA and ASCA codes of ethics related to values.
- Learn a decision-making model specific to bracketing and values issues.
- Learn how to navigate the dilemma of when to refer and when not to refer.

66

A Call for Integrated Care: Connecting Clinical Counselors, School Counselors, and Clients Using Smartphone Technology

1 clock hour

This is a call for integrated care: There is an ever-increasing awareness that to effectively meet the needs of adolescent clients, school and clinical counselors must integrate services and share responsibility. However, a practical model of how to effectively execute this integrated care remains a mystery. Adolescents are increasingly using technology to communicate. The integration of services using technology could provide a solution to many of the limitations clinical and school counselors face regarding collaboration. Adapting successful innovations for collaborative endeavors could be the way to join two traditionally separated counseling professions. This presentation and group discussion will explore the benefits, importance, and method of using smartphone technology to collaborate more effectively to meet the needs of adolescent clients.

Participants will

- Become aware of research in support of collaboration between school and clinical counselors to meet adolescent client needs.

- Learn about the benefits of using smartphone technology when working with adolescent clients.

- Gain a working knowledge of technology with the potential to increase communication and collaboration between school counselors, clinical counselors, and adolescent clients.

Stephanie Marder, LPC: Clinical Mental Health Counselor, Family Behavioral Health Services, LLC

Stephanie Hammond, LSC: School Counselor, Bio-Med Science Academy STEM

Steve Rainey, PhD, LSC: Assistant Professor, Kent State University

STANDOUT SPEAKER SERIES

Friday

8:30 AM - 10:00 AM

67

Graduation Options and Pathways

It is more important than ever for students to leave high school adequately prepared for college and the workforce. Ohio's graduation pathways have raised the bar and are designed to ensure that students have the knowledge and skills to be successful after high school. With several graduation pathways now available for Ohio students, how can we guide them to choose the best path to be successful after high school? Get to know the graduation pathways and gain an understanding of the resources available to counselors. The presenters will discuss the two additional options for the class of 2018 and share any updates about future years. They will then focus on the industry credentials option to share how schools are helping students earn credentials through various strategies.

Participants will

- Gain knowledge of the Ohio graduation pathways available for all students.
- Identify resources available to support communications of graduation pathways to students and their families.
- Navigate the industry credential resources to better share information with students and families.

Sarah Wilson: Program Administrator, Ohio Department of Education

Tisha Lewis: Career Connections Administrator, Ohio Department of Education

68

Using K-6 Group Counseling Interventions to Meet the Needs of Students

Elementary school counselors are often spread thin due to high counselor-to-student ratios and the wide-ranging needs of students. Group counseling interventions can be used as an effective practice to address student needs, gather meaningful program data, and meet the standards of the new Ohio School Counselor Evaluation System. In this session, the presenters will discuss best practices for planning and implementing counseling groups in a K-6 setting and give participants an in-depth look at six different group counseling curriculums, activities, and resources. Participants will leave this session with the knowledge and resources needed to implement counseling groups that address the following student needs: anxiety, self-regulation, changes in the family system, peer relationships, leadership, and social justice.

Participants will

- Discover how counseling groups can be used to meet the wide-ranging needs of students, gather meaningful program data, and meet the standards of the new Ohio School Counselor Evaluation System.
- Discuss best practices for planning and implementing counseling groups in a K-6 setting.
- Get an in-depth look at six different group counseling curriculums, activities, and resources.
- Gain the knowledge and resources needed to implement counseling groups that address the following student needs: anxiety, self-regulation, changes in the family system, peer relationships, leadership and social justice.

Kathryn Gastaldo, LSC: Elementary School Counselor, Worthington City Schools

Jennifer Hegerty, LSC: Elementary School Counselor, Worthington City Schools

Rosalie Roberts, LSC: Elementary School Counselor, Worthington City Schools

Stefanee Loges, LSC: Elementary School Counselor, Worthington City Schools

ASCA school counselor competencies, the ASCA ethical standards, and the Ohio School Counselor Evaluation Standards to create a preventative, comprehensive school counseling program. The presenters will share research on the issues facing current students and how intentional school counseling programming can help all students have access and achieve success. Participants will use the information presented along with their own school data to set goals to improve their counseling program.

Participants will

- Increase their awareness of how to use data to design a preventive, comprehensive school counseling program to benefit all students.
- Learn how the ASCA model, competencies, and ethical standards pertain to the new evaluation system framework.
- Organize a comprehensive school counseling plan using the ASCA National Model, school counselor competencies, and the ethical standards for school counselors

Diane Zimmer, LSC: School Counselor, Firelands Local Schools

Juanda Jones, LSC: School Counselor Coordinator, Groveport Madison Schools

70

How to Create a Peer Coaching Program to Cultivate At-Risk Students as Leaders

If you are a school counselor who needs more eyes and ears on your at-risk students, then this is the session for you. The presenters will provide resources and planning tools to create your own peer coaching program, which can be easily modified to use in small-group work with students. By breaking down the "why" and "how-to" of creating a peer coaching program, this session will help you plan how to fit such a program into your school.

Participants will

- Be able to plan for and create a peer coaching program using resources and planning tools provided at the presentation.
- Identify and provide group work for at-risk students.
- Identify and problem-solve any barriers to implementing a peer coaching program in their building.

Darlene Mack, LSC: School Counselor, Findlay City Schools

Kristyn Bishop, LSC: School Counselor, Findlay City Schools

71

Lead from the Front: Information Security and Privacy for Mental Health Professionals

1.5 clock hours; 1.5 ethics clock hours

This presentation is a foundational course on compliance and best practices in the field of information security and privacy law ("InfoSec"), specifically tailored to mental health professionals. The presentation will focus on HIPAA's privacy and security rules, other applicable InfoSec laws at the federal and state levels, current and trending threats, regulatory compliance, incident response, and best practices.

Joel A. Holt, Esq., JD: Member, Ickes\Holt

James Ickes, Esq., JD: Member, Ickes\Holt

72

Bodies in Transition: Empowering and Engaging Transgender and Gender Nonconforming Clients Through Mindful Embodiment Practices

1.5 clock hours

This session will go beyond "transgender 101" to offer a more in-depth exploration of concerns impacting transgender and gender nonconforming (TGNC) populations. The presentation aims to challenge popular narratives and tropes about a singular transgender experience to broaden our clinical understanding of how to facilitate radical acceptance of TGNC bodies in a therapeutic setting. Best practices from the WPATH Standards of Care, a review of current literature, and case studies will be shared. Participants will engage in an interactive presentation that will include self-reflection and grounding techniques to utilize when working with clients. The presentation will also teach movement exercises for exploring the body in transition and increasing embodiment, in which attendees are encouraged to participate. Participants will also take home guided strategies for navigating the potential paradox of TGNC bodies.

Participants will

- Be informed about current trends and concerns impacting our transgender and gender nonconforming clients including shame, trauma, and internalized transphobia.
- Explore the paradox of radically accepting transgender and gender nonconforming bodies as they are, while acknowledging current or desired transitions.
- Learn embodied mindful practices to be utilized when working with transgender and gender nonconforming clients.

69

A Working Session for School Counselors on How to Use Data to Create or Improve a Comprehensive School Counseling Program

This presentation will be a working session to assist school counselors who need additional training on the ASCA National Model, the

Emily Clark, LPCC-S: Owner and Clinical Counselor, Clintonville Counseling & Wellness

Abbey Carter Logan, LPCC-S: Clinical Counselor, Clintonville Counseling & Wellness

Kacie Pedon, LPCC-S: Owner and Clinical Counselor, Clintonville Counseling & Wellness

73

Counselors' Roles in Modern-Day Slavery: Human Trafficking Awareness, Prevention, and Treatment

1.5 clock hours

Thousands of Ohioans are being sold for slavery every year. After this session, participants will be able to identify the awareness and prevention elements relative to human trafficking, its impact on victims, and the necessary supports to assist individuals; identify and describe the warning signs, screening methods, counseling approaches (clinical, school, and supervision), and interventions that are appropriate with human trafficking survivors; utilize specific resources for working with this population; and identify ways that they can be social justice advocates against the trafficking of people.

Participants will

- Learn the awareness and prevention elements relative to human trafficking, its impact on victims, and the necessary supports to assist individuals in their movement toward being survivors and thrivers.
- Identify and describe the warning signs, screening methods, counseling approaches (clinical, school, and supervision), and interventions that are appropriate with human trafficking survivors.
- Learn specific resources useful for working with this population, as well as ways to be social justice advocates against the trafficking of people.

Jared S. Rose, PhD, NCC, LPCC: Assistant Professor, Bowling Green State University

Dominique D. Burns, MS, NCC, CDCA, LPC: Graduate Assistant, The University of Toledo

Stacey D. A. Litam, MA, NCC, LPC: Mental Health Counselor, Moore Counseling & Mediation Services, Inc.

74

Utilizing Dialectical Behavioral Therapy in Adolescent Group Work

1.5 clock hours

The mental health needs of adolescents are continuing to rise. Dialectical behavior therapy (DBT) and group work are both evidence-based treatment methods that can be utilized in a variety of settings to help adolescents. Participants will understand the basics of both DBT and group work. The presenters will discuss current adolescent mental health concerns in schools and clinical settings, as well as provide practical ways to utilize DBT skills within group work with adolescents.

Participants will

- Understand the basic principles of both DBT and adolescent group work.
- Learn characteristics of adolescent mental health needs in both the school and mental health settings.
- Learn how to implement DBT skills into adolescent group work to address various mental health needs.

Staci Tessmer, LPCC: Counselor and Adolescent IOP Coordinator, Premier Behavioral Health Services

Yiannoula Sarris, CT: Counselor Trainee and Adolescent IOP Facilitator, Premier Behavioral Health Services

75

Standard 1: Comprehensive School Counseling Programs

With the approval of the new Ohio School Counselor Standards, Standard 1 seemed to be the most daunting at first glance. Often, school counselors know what they do, but it takes time and planning to map it out. It is important to do this to see what gaps exist and to take appropriate steps to strengthen the program overall. Participants will learn about the process that school counselors from Granville School District, Licking Valley Local Schools, and South-Western City Schools took to compile their comprehensive school counseling programs by using the ASCA National Model as a reference. The presenters will share what gaps they identified and the goals they set for the following school year to help their program continue to evolve and be comprehensive.

Participants will

- Hear an overview of three comprehensive school counseling programs from three types of school districts.

- Examine the development process of assembling a comprehensive school counseling program and discuss steps taken to finalize the product.

- Discuss goals for the future to make individual school counseling programs more comprehensive.

Brandi Cooper, LSC: High School Counselor, Granville Exempted Village School District; Past-President, OSCA

Amber Gilsdorf, LSC: College Consultant, Estreila Consulting

Shona Garver, LSC: High School Counselor, Licking Valley Local Schools

Heather Fairs, LSC: High School Counselor, South-Western City Schools; President-Elect, OSCA

Cody Masters, LSC: High School Counselor, Granville Exempted Village School District

Friday

8:45 AM - 10:00 AM

76

Signs of Someone in Crisis: Mental Health Awareness and Violence Prevention through Sandy Hook Promise

Through this interactive workshop, Poland Local Schools and Sandy Hook Promise will share advice on how to engage, empower, and teach young people strategies in preventing violence and self-harm. Poland school counselors will share their experience using the no-cost Sandy Hook Promise prevention programs, Say Something (SS) and Start With Hello (SWH). SS educates students in grades 6-12 on how to identify the warning signs that a person may be a threat to themselves or others—and how to safely and anonymously report potential threats. SWH is a positive, easy-to-implement program that promotes school and community connectedness. Poland has been nationally recognized by Sandy Hook Promise for the district's implementation of SWH. The presentation will include a live demonstration of SWH with audience participation. Poland and Sandy Hook Promise will present and provide resources and ideas that can be taken back to the attendees' schools and immediately applied. Counselors will leave with simple, yet powerful ways that they and other school or community members can come together to improve community mental health awareness

and prevent violence, crisis, and self-harm.

Participants will

- Learn about Sandy Hook Promise and Know the Signs programming.
- Review steps to engage, empower, and teach young people strategies in preventing violence and self-harm before it happens.
- Identify examples within and outside of the classroom that will contribute to a positive learning environment, strengthened community partnerships, and community engagement.

Lauren Mechling, LSC: Elementary School Counselor, Poland Local Schools

MaryJo Lukach, LSC: Middle School Counselor, Poland Local Schools

Wendy Butch, LSC, LPCC: Middle School Counselor, Poland Local Schools

Annie Stephens: Ohio Outreach Coordinator, Sandy Hook Promise

77

PBIS: A Research-Based District Plan to Implement a PBIS Culture from Scratch

This session will examine a realistic approach to implementing a PBIS culture schoolwide. Participants will briefly learn the research behind PBIS (Positive Behavioral Interventions and Support) before diving into the nuts and bolts of a successful PBIS culture school. A principal and teacher will share their unique perspectives on what it takes to achieve one of the most difficult aspects of beginning a PBIS culture—staff buy-in. All materials will be shared via Google and can be adapted to meet the needs of any district. The information presented will be relevant and meaningful because we all know that a school counselor's time is valuable! Come to our presentation and you will leave with everything you need to fast-track PBIS in your school.

Participants will

- Be provided with a summary of PBIS research including developmental, brain, and behavior research.
- Receive realistic guidance for initiating and implementing a PBIS plan in any school district. The information presented will focus on the first year of implementation, although a short overview of implementation in years 2-5 will be provided.
- Learn how to gain staff support and buy-in.
- Receive materials for beginning a PBIS program in your district, including school surveys, behavior expectations, videos, various incentive lists that are appropriate across grade levels, behavior flow charts, office referral sheets, teacher buy-in support and tips, a teacher of

the month nomination form, ideas on funding, a school board presentation PowerPoint, and end-of-year surveys.

Danielle Matos, LSC: K-12 School Counselor, Western Reserve Local School District

Emily Herman, LSC, LPC: School Counselor, Lordstown Local School District

Kate Vross: Second Grade Teacher, Western Reserve Local School District

78

Red Flags: Creating a Culture of Mental Health in Schools

Like physical health, positive mental health is foundational to teaching and learning. By tracing the underlying principles behind the Red Flags Framework and Toolkit, this session will consider the essentials of a flexible, effective, and sustainable culture of mental health in schools. A counselor who has used Red Flags for 15 years will engage participants in a discussion of needs, barriers, and implementation issues. Every attendee will be able to look through the Red Flags Manual to inspect its reproducible materials for school staff, students, and parents. Take-home materials will help them review their current mental health programming, identify gaps, and have an opportunity to immediately implement some of the activities recommended by Red Flags.

Participants will

- Discuss the need for mental health education in schools, differentiating between crisis intervention and positive mental health programming for the entire school community.
- Review principles, challenges, and outcomes associated with positive mental health education as experienced by a counselor who has implemented Red Flags for the past 15 years in Ashland Middle School.
- Learn strategies and gain access to materials for the development or enhancement of a culture of mental health in their places of employment.

Penelope Frese: Executive Director, Red Flags National

Kymberle A. Irwin, LSC: School Counselor, Ashland Middle School

79

What Counselors Need to Know About the Opiate Epidemic

1.25 clock hours

In this interactive presentation, participants will increase their awareness, knowledge, and understanding of the opiate epidemic. The discussion will include the stigma of being an addict, ways to fight that stigma, and how to improve your understanding of addiction as a disease. Participants will gain an understanding of what it takes for an addict to be successful in treatment, reintegration, relapse prevention, and triggers to use. This increase in awareness, knowledge, and understanding will be highlighted by a personal success story from a recovering addict. She will share her experiences as an addict, her success in treatment, and the struggles of maintaining sobriety. Participants will leave this session with a better understanding of addiction, the opiate epidemic, the stigma facing addicts, evidence-based practices, and treatment options.

Participants will

- Increase their awareness, knowledge, and understanding of the opiate epidemic.
- Learn how to decrease the stigma of being an addict and facilitate the understanding that addiction is a disease.
- Gain an understanding of what it takes for an addict to be successful in treatment, reintegration, relapse prevention, triggers to use, and evidence-based practices

Jennifer K. Damm, MA, PCC-S, LPCC-S: Director and Supervising Professional Clinical Counselor, Christian Counseling Center at First Lutheran Church; Adjunct Professor, Heidelberg University

Lesley A. Blum, MA, CT: Intern, Firelands Counseling & Recovery Services

Brittany S. Ross: Community Chaplain, Alpha Recovery 12 Step Program; Recovering Addict

80

SIMPLE STEPS: An Evidenced-Based Comprehensive Model for Assessing Suicide Lethality

1.25 clock hours

The main focus of this presentation will be on the results of a longitudinal study of more than 12,000 callers to a suicide prevention hotline and how it has culminated in a new (evidenced-based) model of suicide assessment. Attendees

will then get the opportunity to discuss the implications of this model in clinical practice and clinical supervision.

Participants will

- Review a new, evidenced-based, and comprehensive model of suicide assessment.
- Discuss not only how to assess clients with this model of suicide assessment but also how to document suicidality and integrate suicide assessment into continuous treatment planning.
- Discuss the implications and practicality of this model in clinical practice and clinical supervision.

Jason McGlothlin, LPCC-S: Associate Professor, Kent State University

Betsy Page, LPCC-S: Associate Professor, Kent State University

81

Strategies for Promoting Supervisors' Multicultural Competencies

1.25 clock hours; 1.25 supervision clock hour

Supervisors play an important role in fostering supervisees' multicultural competence development and ensuring diverse clients' welfare. To successfully fulfill these responsibilities, it is imperative that supervisors demonstrate multicultural competencies that allow them to effectively work with diverse supervisee and client populations. This presentation introduces key components of multicultural supervision competencies and provides practical strategies for supervisors to promote their own and supervisees' multicultural competencies.

Participants will

- Identify the key components of multicultural supervision competencies.
- Describe supervisors' roles in promoting their multicultural competencies.
- Discuss practical strategies for supervisors to promote their own and supervisees' multicultural competencies.

Yue Dang, LPC: Doctoral Student, The University of Akron

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

STANDOUT SPEAKER SERIES

Friday

10:15 AM - 11:45 AM

82

Integrated Primary and Behavioral Health Care: Practice and Training Considerations for Counselors

1.5 clock hours

The integration of primary health and behavioral health is becoming widely accepted as an evidence-based and holistic practice. Yet counselor preparation programs are not adequately training students to work effectively in integrated care (IC). Participants will understand research supporting this modality and engage in case-based discussions illustrating components of IC. Considerations for counselors working in IC will be offered. Implications and advocacy opportunities will be identified, as well as potential ways to fund integrated care services. Participants will be encouraged to explore and design strategies for expanding integrated care initiatives in their home communities. The presenters are recipients of a multi-year HRSA grant to develop IC capacity.

Participants will

- Understand the imperative for integrated care and the strong support being offered for this modality of treatment from federal and state funding agencies. They will learn about the current research base for this evidence-based practice, and the strengths, challenges, and implications of three integration models: Facilitated Referral, Co-Location, and Full.
- Gain information and specific action steps they can take to begin or enhance integration efforts within their home communities. Information relevant to stakeholders including counselors, agencies, supervisors, and counselor education programs will be offered. Potential sources of grant funding for integrated care initiatives will be provided.
- Gain information on training resources for the provision of counseling services in integrated care. Specific knowledge and skills needed for counselors treating clients in an integrated care setting will be provided. Participants will learn about SAMHSA's Core Competencies for Integrated Care and how these competencies can be incorporated in training for students, clinicians, field-based supervisors, and faculty. Attention will be paid to the cultural nuances of training clinicians to work with rural clients in socioeconomically disadvantaged regions.

Sherry Shamblin, LPCC-S: Chief Operating Officer, Hopewell Health Centers

Christine Suniti Bhat, LPCC-S: Counselor Educator and Full Professor, Ohio University

83

Cognitive Behavioral Interventions for Social Anxiety Disorder

1.5 clock hours

Social Anxiety Disorder affects up to 13% of the United States population, but individuals go an average of 15 years before ever receiving treatment. This results in a lot of missed opportunities for those who suffer from the social, academic, and work impairment associated with the disorder. In this presentation, participants will become familiar with a cognitive behavioral understanding of the disorder and the schemas and self-talk that perpetuate impairment. Participants will develop a toolbox of resources to be used in the treatment of Social Anxiety Disorder.

Participants will

- Understand the schematic core beliefs associated with Social Anxiety Disorder and the defeating self-talk that perpetuates impairment.
- Develop a toolbox of resources to use in the treatment of Social Anxiety Disorder and become familiar with how to implement these resources with clients.
- Apply an understanding of their newly-acquired interventions
- Participate in self-application activities with their new resources.

Brad Imhoff, LPC: Assistant Professor of Counseling, Ashland University

Molly E. Perkins, CT: Graduate Student, Ashland Theological Seminary

84

Making the Most of Your First Year as a School Counselor

You've dreamed of the day you would land your first school counseling job, and now you are asking, "What did I get myself into?" No worries! We are here to provide you with tips, suggestions, and sage wisdom on surviving your first year as a school counselor.

Whether you are a current student or in your first few years on the job, you probably need a little help transitioning. Topics that will be discussed include navigating the school work environment, dealing with the reality of real-life school counseling, self-advocacy, mentoring, and taking care of yourself. Come with lots of questions so we can provide plenty of answers and advice.

Participants will

- Discuss many of the first-year struggles encountered by new school counselors and identify the unique nature of working within a

school environment.

- Gain encouragement and learn strategies for finding success as a first-year school counselor.
- Learn about the importance of self-advocacy and mentoring.

Shawn Grime, LSC: School Counselor, Archbold High School

Sara Williams, LSC: School Counselor, Unioto High School

Sarah Collins, LSC: School Counselor, Lancaster High School

85

Speed Dating with Google Apps: Finding the Right App to Meet Your Counseling Needs

Do you have trouble with collecting data; streamlining important events; and sharing information in a quick, timely manner with students (without interrupting class time)? This interactive session will share specific ways that school counselors can utilize free Google apps to enhance delivery of services, accountability, and advocacy for their school counseling programs to help meet ASCA's best practice standards. Attendees will gain practical knowledge through an overview of the key products and hands-on skills in designing, editing, and navigating their own Google apps with step-by-step practical application and tutorials. Please make sure to BYOD (bring your own device).

Participants will

- Learn about key products within Google Apps for Education and how they can benefit any school counseling program through an interactive approach.
- Receive a demonstration of enhanced practices utilized in both a high school and middle school setting with the following key apps: Google Classroom, Google Forms, Google Docs, Google Sheets, and Google Surveys.
- Have an opportunity to design, edit, and navigate Google Docs, Google Forms, and Google Classroom with step-by-step practical individual application and tutorials.

Shawn Grime, LSC: School Counselor, Archbold High School

WillaMarie Jackson, LSC, LPC, CRC: School Counselor, Zanesville High School

Lori Lee: Google Certified Trainer, Library Media Specialist, Zanesville High School

Alicia Stockler, LSC: School Counselor, Sheridan High School

Mandy Fox, LSC: School Counselor, Sheridan Middle School

86

Enhancing the Cognitive Complexity of the Supervisee—and the Supervisor!

1.5 clock hours; 1.5 supervision clock hours

Cognitive complexity is at the core of the counseling practice. Research supports that cognitively complex counselors are more flexible and empathetic, less self-focused and prejudiced, and more multiculturally competent than those who operate from a less complex framework. This workshop will provide counseling supervisors and supervisees with more than 25 specific strategies to enhance cognitive complexity, to apply critical thinking skills to counseling and supervision practice, and to use counseling supervision in intentional ways to promote the cognitive development of both the counseling supervisee and the supervisor. There will be a heavy emphasis on the practice and application of these models to participants' own cognitive development and to their own counseling/supervisory relationships.

Participants will

- Understand the role of cognitive complexity in counseling supervision and understand how research into counselor cognitive complexity can be used to determine appropriate levels of intervention for counseling supervisees.
- Learn and practice multiple strategies to enhance critical thinking skills, which can lead to higher levels of cognitive complexity for both the supervisee and supervisor.
- Be exposed to the use of Bloom's Taxonomy and more than 25 specific strategies to be used in counseling supervision to help enhance supervisee (and supervisor) cognitive development.

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

87

Trauma Resiliency Beyond the Individual: Creative Activities for Groups of Clients, Families, Students, and Communities

1.5 clock hours

Trauma training usually focuses on counseling individuals even though many people experience traumatic events and traumatic stress symptoms in group settings such as families, workplaces, classrooms, or public places. This session serves to prepare clinical and school counselors to identify and address traumatic stress in group settings. The presenters will review signs of trauma stress in individuals and systems

and guide attendees in group activities for addressing trauma through regulation, narrative, and other resilience interventions. The presenters will also review logistical and ethical complications of addressing trauma in groups. This interactive presentation includes visual demonstrations, group activities, and hands-on tools and resources.

Participants will

- Be able to identify signs of traumatic stress in individuals, groups, families, and communities. Counselors can look for both individual and relational cues that one or more people they serve is experiencing traumatic stress.
- Learn skills to implement multiple group activities for addressing trauma-related issues in clinical, family, school, and community settings. Group facilitation and family counseling skills are necessary for applying trauma interventions when you are working with these systems, but they may not be sufficient. The presenters will integrate the most updated literature on trauma, group, and family counseling to provide a set of streamlined procedures for addressing trauma when you are working with more than one client/student.
- Receive a "Trauma Counseling with Three or More" toolkit and consider the applicability of toolkit interventions to their setting/population. This presentation focuses on the practical application of counseling interventions as well as methods to incorporate strategies across multiple group settings.

Jenny Cureton, LPC (TX, CO): Assistant Professor, Kent State University

Alicia Hall, LPCC-S: Clinical Counselor, Psychological and Behavioral Consultants

88

Working with Refugee and Immigrant Populations in a Counseling Setting

1.5 clock hours

With ongoing armed conflict in various corners of the world and global economic crisis, the United States has experienced a steady flow of refugee and immigrant populations who are in desperate need of mental health services. These individuals have faced unimaginable hardship and tragedy and enter counseling with multitude of issues—basic first-priority needs to complex psychological problems. Counselors' lack of cultural competence and contextual knowledge can damage these individuals. This presentation will focus on trauma and crisis counseling and will address the need of cultural competence and contextual knowledge for working with refugee and immigrant populations in a

counseling setting. Insightful ideas and tools for enriching the clinical session with these vulnerable individuals will be offered. Clinicians are invited to rethink traditional ways of therapy and create new approaches and tools to address the unique needs of refugee and immigrant individuals in a safe, nonjudgmental, and empathetic environment. The presenter will provide examples based on real-life scenarios.

Participants will

- Gain background knowledge about refugee and immigrant populations and learn presenting issues that include trauma and PTSD.
- Gain practical tools to enhance their therapeutic approaches to address the unique needs of refugee and immigrant populations.
- Gain insight from real-life scenarios and engage in a lively discussion.

Hasmik Chakaryan, LPC, (MO, OH):
Assistant Professor, Webster University

89

Weighing Down Our Kids: Confronting Size-Ism and Weight Stigma in the Counseling Space

1.5 clock hours

With so much attention on the rise of childhood obesity, school and clinical counselors are on the front lines to help children understand how to support their physical health without harming their mental health. This session will consider the most common issues a counselor is likely to see around children and food. We will challenge commonsense advice and look at what the research says about the best ways counselors can support children to be healthy in body and mind.

Participants will

- Be able to describe the broader issues that surround the health of Ohio's children as they relate to food insecurity, weight, and dieting.
- Be introduced to common clinical concerns around children, food, and weight and learn how child development impacts children's relationship to food.
- Understand how to talk to children about nutrition and health in a developmentally and clinically appropriate way.

Dawn Friedman, LPCC: Owner/Counselor, Building Family Counseling

Friday 10:30 AM - 12:00 PM

90

The Ins and Outs of Meeting LGBTQ+ Students Where They Are

LGBTQ+ (lesbian, gay, bisexual, transgender, queer/questioning, plus others non-identified) students, an often-overlooked group within our schools' diverse populations, have unique needs. How can we meet them where they are to ensure we are offering them the most inclusive learning environment possible? This session will focus on recognizing our own biases, clarifying inclusive terminology, and examining the complexities of the LGBTQ+ school experience. The ultimate goal of this session is to provide school counselors with a practical repertoire of information, resources, and interventions to implement within their own schools in order to create a positive and supportive climate for their LGBTQ+ students and foster their academic and social-emotional development.

Participants will

- Be able to recognize the challenges experienced by LGBTQ+ students in the school setting, and the academic and social-emotional barriers they encounter as a result.
- Be able to identify and develop a repertoire of resources and interventions to support LGBTQ+ students in the school setting.
- Be able to create a plan/program to implement at their school to support the LGBTQ+ students with whom they work.

Drew Rock, MAEd: Spanish Teacher, Olentangy Local Schools; MSEd Candidate and Counselor in Training, University of Dayton

Layla Kurt, PhD, LSC, LPC: Assistant Professor and School Counseling Program Director, University of Dayton

91

School Counseling in Ohio's Prison System to Help Reduce Recidivism

The Ohio Central School System is a chartered school district through the Ohio Department of Rehabilitation and Correction. This school district enables the department to provide a comprehensive, thorough education program that addresses the needs of these vastly undereducated and under-skilled inmates. These services include: adult basic literacy education, general educational development (GED), adult high school,

apprenticeship training, library services, special education, vocational education, and other educational programs as directed by the needs of the inmate population. During this presentation, attendees will learn that when it comes to advocating for school counseling and using the Ohio Standards for School Counselors, we all work similarly, even though our work environments differ. Topics discussed will include: information about the school-to-prison pipeline, how education works in the state prison system, schools' zero-tolerance policies, reducing recidivism, and how to create a positive school climate.

Participants will

- Learn how to apply the new Ohio standards into a school counseling program, whether in a traditional or nontraditional school setting.
- Learn how to apply correctional educational practices to traditional school practices.
- Discover ways to advocate for the school counseling profession within the correctional educational setting.

Patricia Brinkman, LSC: School Counselor, Ohio Central School System, Ohio Department of Rehabilitation and Correction

Evan Jackson, LSC, LPC: School Counselor, Ohio Central School System, Ohio Department of Rehabilitation and Correction

92

Six Steps for Effective Conflict Resolution

The key to resolving conflict effectively is to properly train students with research-based strategies. Participants in this session will receive an overview of conflict resolution and a user-friendly six-step model for effective conflict resolution. The slide presentation modeled in this session is designed for the school counselor to take back to their students to use as a curriculum-based training tool via the cadre approach. The presentation includes the use of various technologies that are designed for increased student access and participation, such as culturally relevant graphics, Google Slides, YouTube, and Kahoot! Participants will also review classroom lessons and activities that supplement the student presentation.

Participants will

- Be provided with an overview of conflict resolution, learn a user-friendly six-step model for effective conflict resolution, and learn what is needed to carry out this six-step model.
- Review the lessons that supplement the student presentation.

- Be provided with an overview of the following classroom lessons and activities for immediate use in their schools: 12 Conflict Resolution Scenarios, Lesson on Conflict, Conflict Styles and Outcomes, Types of Conflict, and Posters: Dealing with Conflict Chart and Attributes of a Mediator.
- Gain an understanding of how conflicts arise, the six types of conflict, and the five styles of conflict.

Annette Kushnar-Sanderson, LSC: High School Counselor, Cleveland Metropolitan School District

Wesley Sanderson, LSC: High School Counselor, EHOVE Career Center

Marissa Merk, TTW, M.Ed: Transition Specialist, EHOVE Career Center

93

The Adventures of Postsecondary Advising in Middle and High School

There are many resources related to college and career readiness—some that may already exist in your school or district. Do you know how to use these available resources to make data-driven decisions in your comprehensive school counseling program? You will leave this session with a deeper understanding of the tools you may already have access to in your district. These tools will help you streamline your approach and make better use of your limited time for postsecondary advising. This session will include a presentation and a moderated panel of professional school counselors.

Participants will

- Leave this session with increased knowledge of how to use college and career readiness data to support a comprehensive school counseling program in the secondary level (6-12).
- Gain greater awareness of college and career readiness tools that may already be available to support a comprehensive school counseling program in the secondary level (6-12).
- Dig deep into the resources and learn how to streamline tools available to better support a comprehensive career/college counseling program.

Kelly Simmons, LSC: School Counselor, Streetsboro City Schools

Joel Gulko: Senior Director, The College Board; Formerly with Cleveland Heights – University Heights Schools

94

When Values Conflict: The Supervisor's Role

1.5 clock hours; 1.5 supervision clock hours; 1.5 ethics clock hours

In this presentation, participants will be guided through the process of supervising a counselor or counselor-in-training who is experiencing a conflict between their personal values and the ethical standards and values of the counseling profession. This presentation will begin with a review of the ACA Code of Ethics in regard to values in counseling. Attention will then be turned to the distinction between personal and professional values and the need to bracket off personal values when acting as a professional. Finally, case examples will be used to demonstrate how a supervisor can assist a supervisee who is experiencing a values conflict.

Participants will

- Be able to define and explain the ethical principles and counseling values which are the foundation for the counseling profession.
- Be able to implement a supervision strategy which guides supervisees into an appreciation of why an individual's personal values cannot guide the counseling process.
- Learn how to ensure that their personal values are not influencing the counseling process.
- Assess whether their supervisee understands the role that professional values and ethical standards must play in the counseling process.

Cecile Brennan, LPCC-S: Associate Professor, John Carroll University

95

The Social Justice Significance of Mental Health Counseling for Older Adults

1.5 clock hours

Many older adults are disempowered and at the fringes of American society. As people marginalized in other ways grow older, they may experience compounded marginalization. This presentation will explore the marginalization of older adults when they lack a voice, identity, and place in society. Participants will learn about the mental health needs and strengths of older adults, with an emphasis on the exclusion of mental health counselors from the Medicare system. This contributes to the shortage of mental health providers for this population, even though they have high rates of mental illness and suicide and often have multiple and significant losses and stressors. This presentation will encourage participants to recognize the importance of and opportunity for meaningful work in gerontological

counseling, challenge them to identify their own biases related to ageism, teach principles of working with older adults, and foster advocacy for the profession and older clients via inclusion in the Medicare system.

Participants will

- Develop awareness that a growing segment of the population with potential for particularly significant emotional needs often cannot receive treatment from mental health counselors.
- Be inspired to engage in political advocacy on behalf of the counseling profession and the older adults who need their services. Learn specific ways to advocate for this population.
- Understand the challenges that older adults face and the potentialities and strengths they have to support them in the therapeutic process.
- Learn principles and treatments for working with older adults.

Nancy L. C. Dusthimer, LPC, LSW: Outpatient Clinician, Syntero

96

Not Mother's Little Helper: Providing Effective Counseling with Clients in MAT Programs

1.5 clock hours

This workshop will provide practical guidance for counselors working with clients who are engaged in Medication-Assisted Treatment (MAT) programs. The presenters will review the appropriate understanding and use of the medications commonly used in MAT, how a counselor can identify and implement effective interventions for clients engaged in a MAT protocol, and how to work effectively with groups that include clients pursuing an opioid replacement medication regimen and those who are not. Participants will be invited to share their own experiences, discuss vignettes, and participate in role-plays to address skill and knowledge development.

Participants will

- Be able to integrate the structure, dynamics, and evidence-based practices used in providing MAT to addicts and to distinguish this from other treatment modalities.
- Be able to describe how to incorporate effectively the use of opioid replacement medications by clients, and how their use can support the treatment process.
- Be able to develop evidence-based interventions appropriate for groups that include clients pursuing an opioid replacement medication regimen and those who are not.

Bradford H. Price, PhD, LPC, LICDC-CS: Counselor, Townhall II

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



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Mental Health Education



A Framework and A Toolkit



Ohio Suicide Prevention Foundation
www.ohiospf.org

Art by Wendy Miller

Visit [Ohiospf.org](http://www.ohiospf.org) for more information on our trainings, resources, and news on suicide prevention.

The Ohio Suicide Prevention Foundation (OSPF) offers 2 free trainings to prepare mental health professionals to serve clients struggling with suicidality:

1. The Collaborative Assessment & Management of Suicidality (CAMS): Learn how to collaborate with patients in treating their suicidal drivers through the CAMS treatment framework.

- Provides 10 CEUs

Explore 2 evidence-based trainings on suicide prevention for mental health professionals serving youth & young adults—**free of charge!**

2. Assessing and Managing Suicide Risk (AMSR): Learn how to recognize and assess suicide risk, plan for client safety, & manage the care of at-risk patients.

- Provides 6.5 CEUs

LUNCH & LEARN

Friday, November 10, 2017 | 12:15 PM - 1:15 PM

Participants may choose to step away for the lunch break (12:00-1:30 pm) or continue learning. AOCC offers these additional sessions to registrants for no additional fee. Participants may purchase a lunch via registration or bring their own; lunch is not required to attend.

97

Anxiety: Practices and Strategies for a Systemic Solution

School counselors need a comprehensive plan to address student anxiety and those situations that can induce anxiety. The role of self-talk/self-pictures, relaxation, and mindfulness is often overlooked or ignored as an essential component to address anxiety. Learn about this component and ways to implement it in this workshop. Strategies and practices are explained in detail with implications and implementation for your school counseling community.

Participants will

- Learn the educational benefits of implementing a comprehensive school counseling program. Review program components and interconnections based on the ASCA National Model. Discuss the role of a guidance system and the self-talk/self-picture system component. Discuss the way this process addresses anxiety issues that impact students on many levels.
- Learn how to implement self-talk/self-picture, relaxation, and mindfulness strategies and understand the benefits they can have for students, staff, and families.
- Brainstorm ways that self-talk/self-picture, relaxation, and mindfulness strategies can be integrated into the school counseling program and overall school program in each building. Prioritize at least one to three ways to implement the strategies this school year.

Tommie Radd, LPC, NCC, NCSC, CRC: Consultant, Grow With Guidance

Doris Coy, LSC, LPC-S, NCC, NCSC, NCCC: Consultant, Grow With Guidance

98

Field-Tested Bibliotherapy Applications in the Classroom and Clinical Settings

In addressing the emotion of anger, this session will focus on Sparky Tales, a bibliotherapy-based intervention that has been field-tested in classrooms and clinical settings. Children from the ages of 3 to 17 have utilized these activity-based lessons to gain a better understanding of how to control their anger and to obtain more positive coping strategies. The results of two Sparky Tales studies showed that the intervention was statistically significant

in 5 out of 8 areas (the first time) and 3 out of 4 areas (the second time). In both the classroom and clinical settings, Sparky Tales has been an avenue to addressing clients' emotions that have not been previously acknowledged. Both clients and students can relate to Sparky Tales' main characters—Kelly, a 12-year-old girl who believes that she has a miserable, rotten life and wears a "chip" on her shoulder as proof; and Sparky, a 500-year-old star that takes Kelly to the Galaxy All-Star Camp where she learns to become a star in her own life. Participants in the session will receive copies of the bibliotherapy-based curriculum and researched-proven techniques to utilize in their own classroom or clinical setting.

Participants will

- Learn about extensive research that has been conducted in three areas: anger, social skills, and bibliotherapy—and learn about the research results of two studies.
- Gain a better understanding of how social and emotional competencies impact their own students or clients.
- Be actively engaged throughout the presentation and gain access to research-proven techniques to utilize in their own classroom or clinical setting.

Tina Donovan, LPCC: Therapist, Ray of Light Counseling, LLC

99

Discussion: Best Practices for the New Absence and Truancy Law

The Ohio General Assembly passed House Bill 410 last spring to encourage and support a preventative approach to excessive absences and truancy. With changes occurring for the 2017-18 school year, school counselors are now realizing the law's full impact. Join this lunch and learn session for a facilitated discussion about effective approaches and best practices in navigating this new legislation.

Participants will

- Discuss the workload impact of the new law for school counselors at all levels.
- Learn from peer successes in modified school policy language, counseling support requirements, navigating discipline changes, reporting changes, and intervention strategy.
- Understand how other counselors are being utilized in absence intervention teams.

Judy Maver, LSC: High School Counselor, Akron Public Schools

100

Substance Use in Adolescents: The Benefits of a Neuroscientific Approach to Psychotherapy

1 clock hour

In this session, the presenters will provide relevant statistics and research regarding neuroscience and psychotherapy, specifically focusing on substance use in adolescents. Next, they will discuss neuroplasticity and how both neurogenesis and synaptogenesis occur. The presenters will provide support for the positive activities and techniques that produce neuron growth in adolescents. They will illustrate the benefits of art in terms of the neuroscience and how art can be incorporated into psychotherapy. Information will be presented on neurotransmitters and their functions/malfunctions related to substance use. The presenters will explain several important areas of the brain that are affected by substance use.

Participants will

- Learn statistics and research regarding the connection between neuroscience and psychotherapy, looking specifically at substance use in adolescents.
- Learn common concepts in neuroscience and neurotransmitters and their function/malfunctions that relate to substance use presented in psychotherapy with adolescents.
- Learn common techniques and interventions, such as art activities, that promote brain development and neuron growth and become familiar with resources that may aid in their work with clients.

Samantha Hearn, LPC, CDCA: Adolescent Counselor, Community Health Center

Christina Chipemba, LPC, LICDC: Licensed Professional Counselor, The Clinic for Individual and Family Counseling

LUNCH & LEARN

Friday, November 10, 2017 | 12:15 PM - 1:15 PM

Participants may choose to step away for the lunch break (12:00-1:30 pm) or continue learning. AOCC offers these additional sessions to registrants for no additional fee. Participants may purchase a lunch via registration or bring their own; lunch is not required to attend.

101

Guided Metaphor: Combining Guided Imagery and Metaphors to Treat Children and Adolescents

1 clock hour

Guided metaphor is an innovative treatment intervention that combines guided imagery and the use of metaphors to effectively address mental health needs in children and adolescents. Participants will learn to engage the emotional brain and help children and adolescents use their powerful imaginations to "restory" troubling emotional conflicts for effective results. A live demonstration by the presenters will assist participants in developing their own guided metaphors for use in schools, agencies, and other mental health settings.

Participants will

- Discover, through didactic instruction, how guided imagery and metaphors engage the brain for emotively effective results based on recent neuroscience and empirical evidence.
- Learn easy, step-by-step instructions on how to ethically implement guided metaphors with

diverse populations of children and adolescents to address mental health needs such as anxiety, fear, trauma, self-harming behaviors, and other difficulties.

- Learn how to achieve powerful and immediate results by helping children and adolescents use their powerful imagination to "restory" troubling emotional conflicts.
- Watch an exciting live demonstration of guided metaphors and develop their own guided metaphors to competently utilize for immediate implementation with children and adolescents.

David Blankenship, LPCC-S: Adjunct Professor, Youngstown State University

Natalie Ricciutti: Graduate Assistant, Youngstown State University

102

Counseling Clients with Terminal Illness and Their Families

1 clock hour

Counselors serve individuals across the lifespan, including those who are facing

impending death—a difficult topic that may make counselors uneasy. Additionally, clients may be experiencing the anticipatory mourning often associated with knowledge that a loved one is dying. Participants will be able to identify common concerns of terminally ill clients as well as appropriate therapeutic interventions. Ethical considerations for counseling terminally ill individuals will be addressed. Participants will be equipped to engage with this population using a variety of strategies, including therapeutic values clarification, assessing spiritual or religious concerns, life review, and creative interventions.

Participants will

- Identify ethical concerns of counseling individuals who are at end-of-life.
- Identify counseling concerns of individuals who are at end-of-life.
- Identify creative interventions for working with individuals who are at end-of-life.

Robin DuFresne, LPCC: Instructor, Bowling Green State University

Marlise Lonn, LPC-S (TX): Assistant Professor, Bowling Green State University

KEYNOTE

Friday, November 10, 2017 | 1:30 PM - 2:45 PM

103 Growing as a Counselor: Positive Ways of Developing

1.25 clock hours

Samuel T. Gladding, PhD,
LPC (NC): Professor of
Counseling, Wake Forest
University

Counselors either grow or wilt as they practice counseling, regardless of the population with whom they work. This keynote will focus on the positive behaviors counselors can use in their personal and professional lives to help them become better at what they do and avoid withering, fading, or failing. Dr. Samuel Gladding will examine how school and mental health practitioners can best deal with the daily and compounded stress that is a part of the counseling profession and find ways to celebrate and honor their clients, themselves, and their careers. Evidence-based practices for developing in multiple ways will be presented and applied specifically to the work of a counselor.

Participants will

- Learn about strategies that promote professional health and well-being.
- Gain insight into methods healthy counselors employ in dealing with demands and stress.
- Understand their own strengths and abilities to grow more deeply as a counselor.

Dr. Samuel T. Gladding is a professor in the Department of Counseling at Wake Forest University. He is a former president and current fellow of the American Counseling Association (ACA). He has also served as president of the American Association of State Counseling Boards, Chi Sigma Iota, and three ACA divisions: ACES, ASGW, and IAMFC.

Dr. Gladding has authored 45 books, 80 scholarly articles, 22 book chapters, 10 teaching videos, and 45 poems. He was a mental health first responder to the 9/11 attack in New York, has twice been a Fulbright Specialist (in Turkey and China), and is the recipient of ACA's Award for a Humanitarian and Caring Person. The Association for Creativity in Counseling and ACA have each named awards in his honor. Dr. Gladding received his degrees from Wake Forest University, Yale University, and the University of North Carolina at Greensboro. He is married to Claire Tillson Gladding and the father of three.



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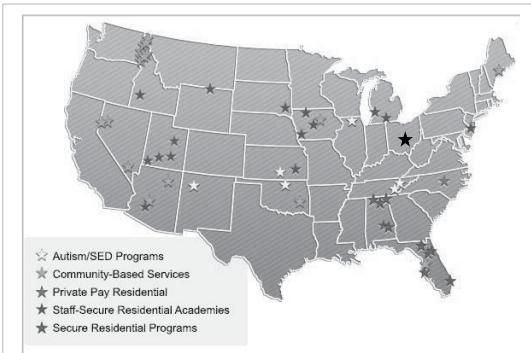
- Emergency Shelter Care
- Secure Residential Treatment for Mental & Behavioral Health Disorders
- Acute Hospital for crisis stabilization + outpatient

Professional referral required- from county children service agencies, juvenile/family court/probation, DYS, hospital emergency departments, mental /behavioral health agencies. Local. State of Ohio. National.

Evidence-based treatment from a trauma-informed care perspective. Individual therapy, group therapy, family therapy, nursing group and life skills. Art therapy. PREP program. Genesight® by Assurex Health; DNA-based psycho-pharmacology. Lumin Academy on-site + Columbus Public School tutors.

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- Accredited by The Joint Commission
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OHIO:

referrals.pomegranate@sequelyouthservices.com

Via fax to 888-679-9808

SEQUEL-Pomegranate Health Systems

765 Pierce Drive
Columbus, Ohio 43223
614-223-1650 (residential admissions ext. # 339)

NATIONAL:

SEQUEL Youth and Family Services
www.sequelyouthservices.com



Ohio School Counselor Association Membership Form

Name: _____

Email: _____

Address: _____

City, State, Zip: _____

Phone: _____ Place of Employment: _____

PLEASE INDICATE
RENEWAL NEW MEMBER

*NOTE: OSCA membership will be valid for one year from date of membership activation.
OSCA does not comply with requests to share membership lists.*

Type of Membership (select one):

<u>Professional</u>	<u>\$50</u>
<input type="checkbox"/> Elementary School	
<input type="checkbox"/> Middle School	
<input type="checkbox"/> High School	
<input type="checkbox"/> Career/Technical	
<input type="checkbox"/> Supervisor/Administrator	
<input type="checkbox"/> Counselor Educator	
<input type="checkbox"/> Community/Mental Health	
<input type="checkbox"/> N/A	

<u>Student</u>	<u>\$20</u>
<input type="checkbox"/> Retired	<u>\$20</u>

Make checks payable to OSCA. Mail this form and payment to:

OSCA
PO Box 1445
Dublin, Ohio 43017

www.ohioschoolcounselor.org



Membership Application (Updated 1/5/17)

*Last Name	*First Name		
*Preferred Mailing Address	*City	*State	*Zip
*Preferred Phone	Alternate Phone		
*Email	School (if applicable)		
<input type="checkbox"/> LPC <input type="checkbox"/> LPCC <input type="checkbox"/> LPCC-S <input type="checkbox"/> School Counselor <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A		<input type="checkbox"/> New <input type="checkbox"/> Renewal	
*Professional License			
<input type="checkbox"/> A – Professional \$90 <input type="checkbox"/> B – Student \$25 Expected graduation: _____ <input type="checkbox"/> C – Retired \$40			
<input type="checkbox"/> D – Associate (holds no counseling credential) \$90 <input type="checkbox"/> E – Lifetime \$900 <input type="checkbox"/> New Professional (within 2 years post-licensure) \$50			
*OCA Membership Type (Subscription period is 1 year with no recurring payments; Lifetime subscription period is <i>unlimited</i> .)			

* Denotes required field.

OCA Chapter Membership (required): Please select only one. Chapter membership is free and included with your membership fee. If left blank, you will be awarded a chapter based on your preferred address above.

Not sure what chapter to join? Refer to our chapter map here:
<http://ohiocounseling.org/page-863985>.

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

OCA Service Areas of Interest: Select one or more, if desired.

- OCA Officer
- Chapter/Division Officer
- Archives
- Awards
- Bylaws
- Ethics
- Finance
- Government Affairs
- Editor, Journal of Counselor Practice
- Leadership Development
- Membership
- Newsletter
- Nominations & Elections
- OCSWMFT Board Liaison
- OCA Lobbyist (Advocacy)
- OCA PAC President
- Professional Development
- Social Media

OCA Division Membership (optional): Select one or more, if desired. Additional fees apply (see below).

- OACES – Ohio Association for Counselor Education & Supervision
 - Professional \$20 Student \$10 Retired \$10
- OAMCD – Ohio Association for Multicultural Counseling & Development
 - Professional \$15 Student \$7.50 Retired \$7.50
- OMHCA – Ohio Mental Health Counselors Association
 - Professional \$25 Student \$12.50 Retired \$12.50
- OCDA – Ohio Career Development Association
 - Professional \$25 Student \$15 Retired \$15
- OSCA – Ohio School Counselor Association
 - Professional \$50 Student \$20 Retired \$20
- OASERVIC – Ohio Association for Spiritual, Ethical & Religious Values in Counseling
 - Professional \$10 Student \$5 Retired \$5
- ALGBTICO – Association for Lesbian, Gay, Bisexual & Transgender Issues in Counseling in Ohio
 - Professional \$10 Student \$5 Retired \$5
- OCCA – Ohio College Counseling Association
 - Professional \$20 Student \$10 Retired \$10
- OASGW – Ohio Association for Specialists in Group Work
 - Professional \$15 Student \$7.50 Retired \$7.50

Membership Dues: _____

Add Division Dues: _____

Total Amount Enclosed: _____

Make checks payable to:
Ohio Counseling Association
3227 Mountview Rd.
Columbus, Ohio 43221

Check here to **opt out** of the OCA members listserv.

REGISTRATION

Advance and on-site registration are available for AOCC. Deadline for advance registration: November 3, 2017. Registration after November 3 must be made on-site at AOCC and will be assessed a \$25 on-site registration fee.

1. Register online at allohiocc.org by selecting "Registration" under the "Attend" menu option.
2. Make payment

Purchase orders are **not accepted**. Upon completing your online registration, you will receive an invoice by email. Print this invoice and submit it for purchase order payment or mail a personal check to P.O. Box 66, Archbold, OH 43502. Payment must be received in advance of on-site registration or conference access will be denied.

Cancellation is accepted until November 3, 2017, with a \$50 cancellation fee; cancellations after November 3 are nonrefundable. Registration may not be transferred.

2017 AOCC REGISTRATION RATES				
PRE-CONFERENCE RATES	Member Rate	Nonmember Rate		
Daytime Pre-Conference Workshops 10:00 am - 5:30 pm (Includes box lunch)	\$140	\$190		
Evening Pre-Conference Workshops 7:00 pm - 9:00 pm	\$90	\$140		
CONFERENCE RATES				
	Member Rate	Nonmember Rate	Student Rate	Senior Rate
Full Conference Registration (both days)	\$160	\$240	\$110	\$110
Thursday Only	\$120	\$190	\$70	\$70
Friday Only	\$120	\$190	\$70	\$70

HOTEL INFORMATION

Please note at AOCC is at the Hyatt Regency Columbus this year.

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

HOTEL	Rate Per Night	Phone Number	Group Name	Cut-Off Date to Make Reservation
Hyatt Regency Columbus* <i>Headquarter Hotel</i>	\$163	1-888-591-1234	AOCC 2017	October 16, 2017
Red Roof Inn	\$115	937-328-1602	AOCC	October 16, 2017

*If the credit card paying for the room will not be present at time of check-in, a Credit Card Authorization form will need to be completed and returned via fax to 614-280-3038 prior to arrival. If the credit card will be paying for multiple attendees, please include a list of names/confirmation numbers on the form.

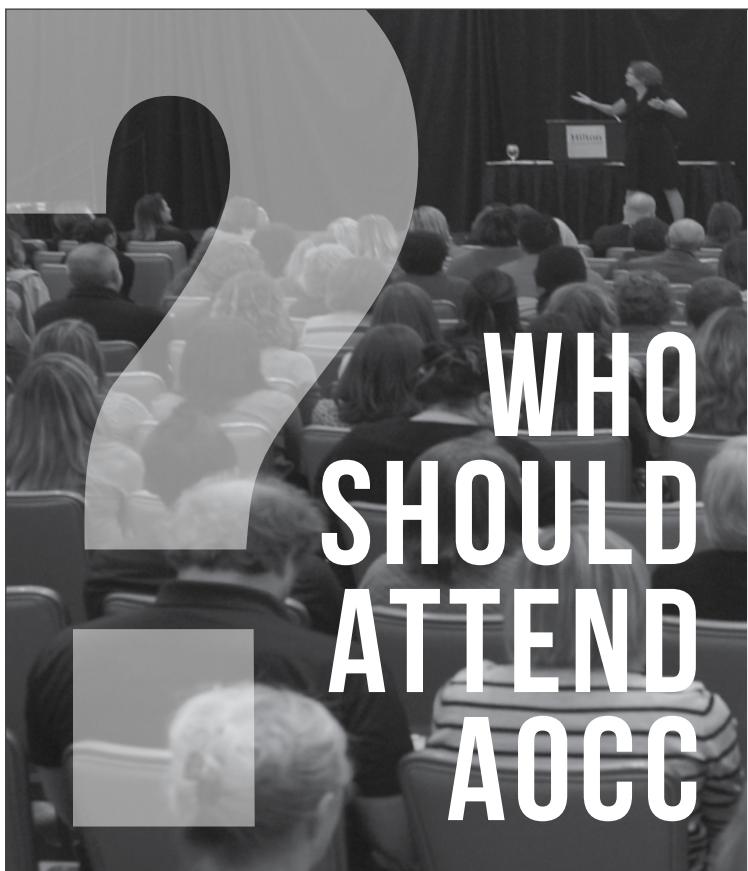
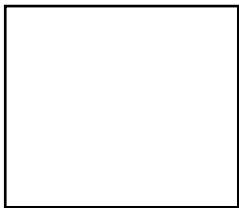
Schools with questions about payment should contact the hotel directly to discuss options.



ALL OHIO COUNSELORS CONFERENCE

All Ohio Counselors Conference

P.O. Box 66, Archbold, OH 43502



The All Ohio Counselors Conference is the leading professional development conference in the state of Ohio for licensed counselors, counseling students, supervisors, and counselor educators who work in a clinical/community, school, college, addiction, private practice, or other related setting.

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