**Virginia Association for**

**Counselor Education and Supervision**

**2020 Graduate Student Conference**

## Hosted by: Old Dominion University

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#### **College of Education and Professional Studies**

#### **Saturday, February 29, 2020**

**Welcome Message**

Welcome to the 2020 VACES conference. The VACES Officers and the Executive Board are excited to have this conference at Old Dominion University and we are very happy that you are all with us today!

VACES is dedicated to creating a safe and welcoming environment for counselors in training to learn and make connections. This conference is centered on counselor education, elevating diversity, and networking. The VACES Graduate Student Conference provides Masters and Doctoral students from across Virginia an opportunity to be part of the state wide counseling community and engage in professional development. This conference also provides an opportunity for faculty to support and mentor students in a meaningful and practical way.

I want to take this opportunity to thank our host, Old Dominion University, for their dedication and efforts to create a wonderful experience for all of us. Please make sure to take time to explore all they have to offer. A special thanks goes to the VACES Graduate Student Conference Coordinator, David Moran, and the VACES Board who contributed to the success of this event. I also would like to thank each presenter and faculty sponsor. None of this would be possible without the combined effort of everyone involved. I am very appreciative for the dedication and vision of our VACES Board members. We have a great group of leaders that demonstrate a deep commitment to graduate students all year.

I hope that each of you enjoy collaborating together and sharing your unique knowledge with one another. VACES is passionate about making the annual Graduate Student Conference a source of inspiration, ideas and connection for you. As you return home, please send us your feedback and ideas by emailing vacesinfo@gmail.com

This conference is always great because of the people that attend. Thank you for coming and I wish each of you all of the best!

Best Wishes,

Dr. Cory Gerwe

VACES President

**INTERNET ACCESS WHILE ATTENDING CONFERENCE**

**Guest Wifi Access**:

## Select the wireless network AccessODU.

## Follow the on-screen prompts to request guest access. (A browser window should open automatically.)

## Log in with a username and password that are emailed to you.

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**Conference Agenda**

# Pre-Conference

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| **7:00 am to 7:45 am** | **Registration and Reception** |

# Morning Sessions

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| **7:45 am to 8:20 am** | **Welcome and Keynote Address:**  **Dr. Tammi Dice, Associate Dean for Undergraduate Studies,**  **Old Dominion University** |
| **8:25 am to 8:55 am** | **POSTER SESSIONS 1-4 (Room 1109)**  **POSTER SESSIONS 5-8(Room 1110)**  **POSTER SESSIONS 9-11 (Room 1112)** |
| **9:00 am to 9:50 am** | **EDUCATIONAL SESSIONS 1-6** |
| **10:00 am to 10:50 am** | **EDUCATIONAL SESSIONS 7-13** |
| **11:00 am to 11:50 am** | **EDUCATIONAL SESSIONS 14-19** |
| **12:00 pm to 1:20 pm** | **LUNCH (*1st Floor Multipurpose Room*)**  ***(12:20pm-1:20pm Closed lunch meeting for the VACES officers and Executive Board – 2nd Floor, Room 2304)*** |

# Afternoon Sessions

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| **1:30 pm to 2:00 pm** | **POSTER SESSIONS 12-15(Room 1109)**  **POSTER SESSIONS 16-19(Room 1110)**  **POSTER SESSIONS 20-23 (Room 1112)** |
| **2:10 pm to 3:00 pm** | **EDUCATIONAL SESSIONS 21-26** |
| **3:10 pm to 4:00 pm** | **EDUCATIONAL SESSIONS 27-32** |
| **4:10 pm to 5:00 pm** | **EDUCATIONAL SESSIONS 33-37** |

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| **POSTER SESSIONS**  **(8:25am - 8:55am)** |

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## Lauren Mahan, Regent University (Poster #01; Room 1109)

***Interprofessional Collaboration and Telehealth: Useful Strategies for Family Counselors in Rural and Underserved Areas***

Families and children in rural areas are at a greater risk for poorer health outcomes. Many times these families and children do not have access to health systems capable of handling many of their issues or concerns. The barriers that limit access have been noted as cost of health care, access, lack of insurance, and other issues related to living in rural America. A promising approach to minimize these barriers is interprofessional collaboration and telehealth. The World Health Organization noted that interprofessional collaboration is a promising approach to connecting rural populations to needed healthcare and resources. This conceptual manuscript describes issues faced by many families and children in rural areas, how family counselors can serve as leaders in connecting families to healthcare providers through telehealth and interprofessional collaboration. The manuscript concludes with a fictional case study used to show how family counselors can connect families and children to necessary resources.

## Brandon Waggoner, Liberty University (Poster #02; Room 1109)

***Increasing Career Choice for Minorities in STEM Fields: Implications for Counselors***

Minority groups including women and individuals of color have for decades been underrepresented in the higher paying and more prestigious field of science, technology, engineering, and mathematics (STEM) (Brown & Segrist, 2016). Through a social cognitive career theory lens, the needs of minority groups will be highlighted and linked to the advantages in STEM careers. The presenter is a counselor educator in training and also works within the field of STEM will discuss counselor implications.

## Dana Brookover & Erin Hanley, Virginia Commonwealth University (Poster #03; Room 1109)

***What High School Counselors Should Know About Rural, First Generation Student College Readiness***

School counselors are called to work with their students regarding college readiness. They also have the opportunity to make a large impact on students from underserved populations. First-generation college-bound students and high school students in rural areas have unique strengths and needs. This poster presentation will focus on implications for school counseling practice from the results of a qualitative study with first generation college students from a rural area and address future research directions.

## Jessica Mastrangelo & Briana Gaines, James Madison University (Poster #04; Room 1109)

***From Prenatal to Cradle: Caring for the Couple Relationship in the Transition to Parenthood***

The transition to parenthood is a developmental period for both individuals as well as the family system. Couple satisfaction often suffers under the strains of adjusting to parenthood and couples may seek counseling to improve their relationship at various points in their pregnancy, including pre- and post-natal. Despite this sensitive time for the couple, there are treatment interventions available for those experiencing relationship decline through the transition to parenthood. This presentation will explore those treatment interventions from the perspective of the counselor and provide an overview of research regarding the couple experience.

## Emily Wright & Rachel Dix, Virginia Polytechnic Institute & State University (Poster #05; Room 1110)

***Counseling Group for Incarcerated Men Beginning to Transition Back into Society***

This poster gives an overview of a group designed for incarcerated men preparing to reenter society. The group covers basic job-hunting tasks, like resume building and interview preparedness, while incorporating elements of positive self-perception and self-esteem. The group will include a focus on reestablishing identity and finding social support in a massive transitional stage. This group helps to ease the incarcerated population back into society and optimize their success.

## Heider Kerger & Jessica Waters, Old Dominion University (Poster #06; Room 1110)

***Verbal De-escalation in Acute Patient Settings***

The purpose of this project is to evaluate effective de-escalation skills when working with acute psychiatric patients that can prevent harm to supportive staff. Working in a highly acute psychiatric setting can involve violent risks among other patients and core staff. Implementing core skills for verbal de-escalation can lower aggressiveness, build rapport with patients, and lower the risk of violence taking place during the patient’s stay. Verbal De-escalation is vital to staff and patient safety.

## Rachel Regal, Virginia Commonwealth University (Poster #07; Room 1110)

***Review of Screening Tools for Adverse and Protective Childhood Experiences***

The original adverse childhood experiences (ACE) tool introduced by Felitti et al. (1998) has been expanded on in various screening tools over the past twenty years, as the conceptualization of ACE has changed. Tools to measure protective childhood experiences (PCE) are now available. This poster will present a review of the current state of ACE and PCE measurement, while serving as a framework for discussion about considerations for use of results and screening in practice and counselor education.

## Morgan DeShetler, Old Dominion University (Poster #08; Room 1110)

***Treating Juvenile Sexual Offenders: Exploring Treatment Modalities and Effectiveness***

This poster session will provide an overview of current treatment modalities for juvenile sexual offenders including residential programs, the role of addressing trauma, and effectiveness of these programs.

## Samantha Burnette & Lexi Rankin, Virginia Commonwealth University (Poster #09; Room 1112)

***It’s Not Supposed to Be This Way: Practitioners Ending the Stigma for Schizophrenia and Bipolar Disorder***

As two future professional counselors who have seen firsthand these mental illnesses, it is our responsibility to use the poster session at the VACES 2020 conference as a platform to educate and equip fellow counselors with information and data about Schizophrenia and Bipolar Disorder. Our hope is in sharing knowledge about these disorders will create positive attitudes and mindsets within practitioners to further contribute to end the stigma of these two mental health disorders.

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## Hanyun Li, Yuqing Qui, & Qi Chen, George Washington University (Poster #10; Room 1112)

***Mental Health Issues and Counseling Services Use Among International Students in the U.S.***

What prevents international students seeking counseling services? With the growing number of international students studying in the United States, more mental health issues have been presented in this population. Our content analysis intends to identify the current needs of counseling services among international students in the United States and the barriers for them to seek help. Implications will be introduced to increase counseling awareness and to inform counseling practices from a multicultural perspective.

## Jacob Ziemba, Virginia Commonwealth University (Poster #11;Room 1112 )

***Deafness: Disability, or Culture?***

Many people in the deaf community view deafness as a distinct culture, with its own language and history. They reject the use of assistive technologies which can restore hearing for themselves and their children. However, some members of the medical community consider it unethical to deprive a child of these interventions. Learn more about this emerging conflict, as well as best practices for working with deaf and hard of hearing students in a school environment.

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| **EDUCATIONAL SESSIONS**  **(9:00am - 9:50am)** |

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## Zahide Sunal, Old Dominion University (Session 1; Room 1100)

## *Graduate Students' Research Self-Efficacy*

## Research is an important part of the graduate school. With the provided research training, counselor education programs expect students to be effective producers and consumers of research (CACREP, 2009). However, there are a lot more to a researcher development process than just taking classes (Briggs, 2006; Eisenhart & DeHaan, 2005; Klien & Farrell, 2005; Miller, 2006). In this presentation, we will provide a review of the existing literature on factors influencing graduate student’s research self-efficacy.

## Jeanel Franklin, Old Dominion University (Session 2; Room 1101)

## *A Constructivist-Developmental Approach to Teaching Interprofessional Education and Collaboration Competencies*

## As the healthcare system changes to an integrative and holistic approach, counseling students are expected to collaborate with other professionals outside of their discipline. Counselor education programs have been criticized for not adequately preparing students to work within interprofessional teams out in the field. This presentation will explore how interprofessional education and collaboration competencies, as laid out by the Interprofessional Education Collaborative Expert Panel in 2011, can be taught in a constructivist-developmental way.

## Katie Askren, Liberty University (Session 3; Room 1102)

## *Increasing Multicultural Competence through Social Justice Work*

## Many graduates of counseling programs reported the relationship between social justice and multicultural competence was unclear. They remembered little concentration on social justice practice during school and stated all their multicultural competencies came from one single class. At the same time, research has shown a gap between required competencies and what is being taught. This presentation will discuss current research and consider ways to increase social justice and multicultural skills in counselors and counseling students.

## Okey Nwokolo, Virginia Polytechnic Institute & State University (Session 4; Room 1103)

## *Evidence-Based Classroom Management Techniques For Effective Delivery of Core Counseling Curriculum*

## School counselors devote a significant amount of their time delivering counseling core curriculum (formerly known as classroom guidance) to all students, including those with or at-risk of behavioral disorders in general classrooms. Many school counselors including those with previous teaching background report low levels of efficacy regarding managing student behaviors while delivering lessons in classrooms. Similarly, school counselor researchers have decried the paucity of empirical studies on classroom management within school counseling literature. This presentation will focus on the effective classroom management competencies and techniques necessary for the education of school counselors.

## Mark A. Saunders, Sr., Liberty University (Session 5; Room 1104)

## *Multicultural Competency: Is it enough?*

## Counselor education programs are called to teach multicultural competency, with CACREP accreditation dependent upon validation of inclusion in the curriculum. However, is that enough to satisfy the needs of the client? With distrust, misdiagnosis, and socioeconomic factors preventing care, it may be that recruitment and retention of minority counselors is just as important as multicultural competency. This recruitment and retainment may be hampered by lack of Minority faculty in CES programs.

## Stephanie Dorais, College of Willam & Mary & Michelle Colon, Regent University (Session 6; Room 1105)

## *Preparing Counseling Students to Conduct Quantitative Research*

## Counseling students often report feeling inadequately prepared to conduct quantitative research in their field. Many counselors forego research opportunities, doctoral programs, and new findings that would improve their clinical practice because they feel daunted by statistical research design. The goal of this session is to identify various methods to make quantitative research accessible to students. The presentation includes an overview of training gaps, pedagogical techniques, and an experiential learning activity.

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| **EDUCATIONAL SESSIONS**  **(10:00am - 10:50am)** |

## Dana Brookover & Pierre Durant, Virginia Commonwealth University (Session 7; Room 1114)

## *Am I Their School Counselor or Coach? Considering Dual Relationships, Ethics, and Role Confusion Related to Extracurricular Activities*

## School counselors are presented with the opportunity to coach sports teams and lead other extracurricular activities. There are benefits associated with adopting this extra role in the school setting. However, ethical considerations must be taken into account, including dual relationships, confidentiality, and the potential to engage in disciplinary actions. This session will review the benefits and challenges of coaching and relevant ethical codes. It will also provide an interactive look into case examples.

## Johana Rocha, Yesim Giresunlu, Alyssa Reiter, & Beth Orrison; Old Dominion University *Application of the Integrated Developmental Model in Supervision* (Session 8; Room 1115)

## Developmental models emphasize the importance of assessing the counselor’s developmental level while providing an optimal supervisory environment for supervisees’ progression through those levels (Bernard & Goodyear, 2019). The Integrated Developmental Model (IDM; Stoltenberg & McNeill, 2010) is one of the developmental models of supervision which purpose is to assist supervisors in assessing the developmental level of the supervisee. It is descriptive in regard to the supervisee processes and prescriptive in regard to the supervisor interventions.

## Deborah Reed, Regent University (Session 9; Room 1100)

## *An Overview of Managed Health Care: Understanding the Utilization Review Process*

## Major insurance companies and behavioral healthcare facilities employ hundreds of mental health clinicians to support their behavioral health programs. Clinicians new to the industry know little if anything about the principles by which treatment levels are determined. They typically enter the role without knowing what to expect. This is a brief overview of basic information a clinician should know when dealing with or working in managed healthcare organizations.

## Courtney Nishnick, Old Dominion University (Session 10; Room 1101)

## *Let's Talk Grad Life: Helping Graduate Students Master the Balancing Act*

## In Fall 2019, the Graduate School and Learning Center at Old Dominion University took initiative to enhance graduate student overall wellbeing. A six week workshop series was designed to address common issues students face: self-care, stress management, handling relationships, resolving conflicts, financial management, and affordable healthy living. The goal was to enhance graduate students’ self-awareness and offer tools to improve academic success. All students who attended gave positive feedback and met learning outcomes.

## Kelly Carapezza, Capella University (Session 11; Room 1102)

## *You Might Not Like Them, but Spot Does: Animal-Assisted Therapy Handler's Experiences of Empathy Towards Challenging Clients*

## Without animals included in therapeutic interactions, a counselor does not have an additional model of empathy-like responses to clients (Quervel-Chaumette, Faerber, Faragó, Marshall-Pescini, Range, 2016). Research has shown that dogs in particular, have displayed sensitivity to human emotional states as evidenced by responding to negative emotions such as crying (Huber, Barber, Faragó, Müller, & Huber, 2017). This presentation will look at what the research literature says about AAT handler's experiences of empathy when working with unfavorable clientele.

## Kelsey Bondurant, Liberty University (Session 12; Room 1103)

***Analyzing PTSD from Military Sexual Trauma and Its Treatment Options***

There is extensive research on treating combat-related Post-Traumatic Stress Disorder (PTSD) for service members, but there is less emphasis on recognizing and treating PTSD stemming from military sexual trauma experienced by service members. This study will provide insight on why sexual abuse is so prevalent in the military, outline PTSD from military sexual trauma, and help counselors understand that treatment for PTSD from military sexual trauma must be approached differently than treatment for combat PTSD.

## Judith Wambui Preston, Old Dominion University (Session 13; Room 1104)

## *Taking Care of the Caretaker: Supervisors as Role Models*

## Learning how to take care of oneself over the lifetime of a career in counseling is challenging yet crucial. The risks increase of developing, stress, burnout, or compassion fatigue if students, counselors, supervisors, and educators fail to monitor their respective levels of health and wellbeing. The application of common strategies can fend off and prevent these problems. Supervisors can serve as role models for their supervisees by first practicing what they preach.

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| **EDUCATIONAL SESSIONS**  **(11:00am - 11:50am)** |

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## Zahide Sunal & Yesim Giresunlu, Old Dominion University (Session 14; Room 1105)

## *Let’s Talk About Mentorship*

## Faculty-student mentoring (FSM) is critical for the counselor educator training (Baker & Moore, 2015; Protivnak & Foss, 2009). FSM benefits both mentor and mentee as well as the future counselors that will be trained by the mentee (Brown & Grothaus, 2019; Dollarhide, 2013). In this presentation, we will describe the FSM for counselor education programs and explore how mentoring might influence the counselor educator identity development process for all five roles.

## Waleed Sami & Jennifer Lindamood, Virginia Commonwealth University (Session 15; Room 1115)

## *Rough and Tumble Play Theory: Interventions and Implications for Counselor Educators*

## The presence of aggressive behaviors in youth is a source of disruption and frustration for professionals attempting to work with them. Developing a framework for clinician practice in managing these behaviors is critical to the treatment of these youth. This presentation conceptually examines utilizing Rough and Tumble Play (RTP) as an educational tool for counselor-educators. The presenters will highlight the potential utilization of RTP concepts in academic courses, supervision of counselors, and developing research/interventions.

## Alexandra Gantt & Julia Lancaster, Old Dominion University (Session 16; Room 1100)

## *Teaching Counseling Skills from a Constructivist Point of View*

## The average student enters the counseling skills course with an authority dependent, concrete way of thinking. This session addresses how instructors may guide these students towards a more self-authorized awareness, helping them gain the confidence necessary for the often-ambiguous role of counselor. Using constructivist theory, we will reexamine the counseling skills course, considering students’ ways of thinking, and the value of experiential learning and challenge within the safety of the classroom.

## Keshia D. Ross-Williams, Regent University (Session 17; Room 1101)

## *Audit Proof Your Records!*

## Documentation is essential to our profession, but not all documentation is alike. This session addresses the pitfalls many providers make when documenting. This session will provide you with a brief overview of simple but effective techniques to help you audit proof your documentation and avoid having to pay back your hard-earned money.

## Katrina Askew, Regent University (Session 18; Room 1102)

## *Self-efficacy of ASD Adolescents Transitioning into Adulthood*

## I have a young adult with ASD. He’s struggling with life after college. He's a college graduate who desires autonomy and independence but is struggling to attain goals. I've observed a decrease in self-efficacy in the last year in this process. Transitioning to adulthood and the challenges is such a critical topic. My goal is to take my family’s journey and use it as an opportunity to fuse with my professional identity and bring awareness

## Bianca Augustine, Old Dominion University (Session 19; Room 1103)

## *The Rainbow Playroom: Providing Affirming Play Therapy for Affectional and Gender Expansive Clients*

## Play therapy is shown to be effective in providing affirming therapy to diverse populations, including youth with affectional and gender expansive identities. This interactive presentation will use discussions & activities to present ways in which creative therapy techniques, such as play therapy techniques, can be used to provide culturally responsive services to clients with affectional and gender expansive identities. The evidence supporting the use of such techniques & best practices will be presented.

# \*\*LUNCH (Multipurpose Room) 12:00 PM – 1:20 PM

### \*\*12:20 PM – 1:20 PM Close lunch meeting for the VACES Officers and Executive Board –2nd Floor, Room 2304

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| **POSTER SESSIONS**  **(1:30pm - 2:00pm)** |

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## Lian Currie & Michaela Blakenship, Virginia Commonwealth University (Poster #12; Room 1109)

***What Does the Future Hold?: Techniques for counseling undergraduate students on emerging careers***

By the year 2030, 85% of jobs students take on will be positions that currently don’t exist . As counselors, we are here to help students define and achieve career and professional goals. While the path may be well-defined for students pursuing a more traditional career, others may be navigating a path that does not yet exist or is just starting to emerge. Knowing this, how can we best assist students in the latter category?

## Aleta Gibbs, Liberty University (Poster #13; Room 1109)

***A case study on selective mutism and peer-based psychosocial rehabilitation interventions.***

A case study on a 34-year-old male client diagnosed with selective mutism. The client was mute prior to and on his intake into a psychosocial rehabilitation program. Over the course of the next several months, the client began to communicate verbally. Throughout the following eight months he progressed to phrasings of two to six words, some full sentences, and initiating conversation. Specific interventions used for this client include peer-based interventions, which appeared to have a significant impact on the client’s progress.

## Lauren Mahan, Regent University (Poster #14; Room 1109)

***Evidence to Support The Need for Integrated Behavioral Health Care for High Density African American Communities***

Integrated Behavioral Health Care is an umbrella term covering the co-location or the co-coordination of medical and behavioral/social health care services. In some predominantly African American (AA) communities in the United States, the need for these co-location of services are at its peak because it leads to better quality of care and more holistic treatment options and services. IBH is quickly becoming a gold standard of care, however, not adopted everywhere. The current research focused on supporting the hypothesis that in some predominantly AA communities, specifically looking at Virginia, there are more needs and the needs are consistent with the benefits of care from an IBH framework. Results from an independent t-test found that the quality of life, social and economic factors, and physical environment were all lower in high density African American communities. The results support the hypothesis and the need to increase IBH.

## Olivia Lewis, Old Dominion University (Poster #15; Room 1109)

***Affirmative Counseling for Consensually Non-Monogamous Clients***

Consensual non-monogamy (CNM) describes relationships where having sexual and/or romantic relationships with others is mutually accepted. Interest in exploring CNM is increasing, but stigma, misconceptions, and biases have remained a steady deterrent to many who want to be open about CNM to others, including with their counselors. Counselors can learn to provide affirming services by increasing their knowledge of CNM, confronting their biases towards non-monogamous relationships, and learning strategies to work with CNM clients.

## Amber George, Capella University (Poster #16; Room 1110)

***Bolstering Sources of Resilience Among LGBTQ+ Youth***

LGBTQ+ youth face disproportionate social, cultural, and mental health challenges. Resilience is a skillset for coping with issues related to those challenges, such as isolation, discrimination, depression, and institutionalized adversity. Yet resilience oftentimes is built through strong support systems which may be less available to LGBTQ+ youth. As such, human services professionals must learn to bolster resilience when working with this population. This session identifies several techniques to do so, with an emphasis on empowerment.

## Hayley Rose & Adrianna Tolbert, Liberty University (Poster #17; Room 1110)

***Counseling Racially Ambiguous Clients: Considerations for Truly Multicultural Counseling***

Current counselor education teaches about individual cultures, but does not fully address the needs of those who are mixed race. Racially ambiguous people are asked the dehumanizing question. “What are you?” This reduces one’s identity down to race, rather than elevating and developing the full personhood of the multiracial person. Mixed race people frequently experience isolation due to a lack of shared experiences with a community of culturally similar people.

## McKenna Sands, Radford University (Poster #18; Room 1110)

***Mile Markers: Examining how a chronological mapping of significant life events and associated spiritual or religious symbolism can promote resilience and change in mental health***

The focus of this presentation is to identify the role of spirituality and religion as a protective factor and cornerstone in many clients' lives and explore how to effectively create space for clients to incorporate their experiences in treatment in meaningful ways. The technique demonstrated involves identifying mile markers-the spiritual and religious imagery, experiences or texts associated with significant turning points in clients' lives-and utilizing those mile markers to promote resilience and change.

## Vikki McDonald-Columbus, Hampton University (Poster #19; Room 1110)

***The effect of inmates' untreated co-occurring disorders upon re-entry back into the community***

Many inmates suffer with mental illness and/or substance use disorders. Some staff in these facilities are often unable to work with these inmates due to them being ill equipped to treat underserved and marginalized inmates with co-occurring disorders. Also, each facility must be able to administer a pre-release risk assessment tool prior to releasing returning citizens back into their communities. The Human Toll of Jail is a project of the Vera Institute of Justice (2016).

## Taylor Dolton, Virginia Commonwealth University (Poster #20; Room 1112)

***Effect of eating disorders on cognitive ability***

This poster presentation will provide education about the specific types of eating disorders and how they can affect the brain. Students that have eating disorders may not perform well in academics and the school support team can help address these growing concerns. Learn how counselors can effectively support and advocate for this vulnerable population as they navigate through their educational endeavors.

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## Daniel Kimonyi, Victoria Haller, & Lina Ramirez; Liberty University (Poster #21; Room 1112)

***Facilitating Development and Growth Among Counseling International Students***

The United States continues to retain the top destination for international students across the world. Three graduate counseling students with international experience and a desire to work with international students will share some of the challenges unique to this population. This presentation will define acculturation, discuss concerns experienced by this population. Presenters will highlight best practices of working with international students in a counseling program and explore implications for university counseling programs.

## Megan Burpo & Paige Sloan, Virginia Commonwealth University (Poster #22; Room 1112)

***Closing the gap: How elementary schools can best support students struggling with anxiety disorders***

As anxiety disorders continue to increase in students at a young age, elementary school counselors need recommendations regarding how they can effectively support these students’ academic, social, and emotional development. We will explore possible presenting issues, signs, symptoms, and areas of concern for students with anxiety at school. Elementary school counselors must recognize the gap students with anxiety disorders are falling into and begin implementing strategies, interventions, and advocacy efforts.

## Kelly Deacon-Eikenberg, Virginia Polytechnic Institute & State University (Poster #23; Room 1112)

## *Identity, Mental Health, and Holistic Pedagogy: Fostering Success in the First Year Counseling Student*

## The transition into a counselor education graduate program can be overwhelming for new students and may challenge their career goals and conceptions. How do we support students as they adapt to academic demands and explore a new professional identity, all while encouraging self-care? The presenters will discuss the literature relating to the challenges presented in a master’s program, provide lessons learned in the first year experience, and suggestions for supporting new counselor education graduate students.

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| **EDUCATIONAL SESSIONS**  **(2:10pm - 3:00pm)** |

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## Yesim Giresunlu, Beth Orrison, Alyssa Reiter, & Johana Rocha; Old Dominion University

## *Special Population in Counselor Education: International Faculty* (Session 21; Room 1104)

## With the growing number of international students in the counselor education programs, the institutions hire more international faculty to accommodate the increasing needs of the universities. As future counselor educators we will be working with international students and/or international faculty throughout our careers. Thus, it is essential to be aware of this population, their unique needs for best practices and providing leadership and advocacy when needed.

## Brandon Waggoner & Mark A. Saunders, Sr.; Liberty University (Session 22; Room 1105)

## *Face to Face: Increasing Relational Aspects of Counselor Education Programs*

## This presentation explores ways in which counselor educational programs can improve learning outcomes by increasing relational interventions. There have been numerous ways counselor education programs have attempted to increase relational aspects to learning such as mentoring (Baltrinic et al., 2018). Through personal experiences some practical implications will be proposed to increase both the desired learning and goal oriented process for counselors in training.

## Sandra Noble & Gwen Seiler, Liberty University (Session 23; Room 1114)

## *Treating Eating Disorders: What Students, Supervisors, and Counselor Educators Need to Know*

## Due to the often chronic and treatment-resistant nature of DSM 5 Feeding and Eating Disorders, treatment must include considerations of effective treatment options, liability and scope of practice.

## Judith Wambui Preston, Old Dominion University (Session 24; Room 1115)

## *The Beginning Stage of Supervision: Creating a Safe Place for the Supervisee*

## The beginning of every supervisory relationship with a supervisee can cause anxiety on both ends. Supervisors do, however, have the responsibility at the beginning stage of supervision, to set the stage for an effective and functional relationship with the supervisee. The first step is to create a safe place that promotes honesty, trust, and open communication.

## Bianca Augustine, Old Dominion University (Session 25; Room 1101)

## *Building Bridges, Not Walls: Best Practices for Supporting Immigrant and Refugee Survivors of Trauma*

## This workshop will present & explain best practices to serve & support immigrant/refugee trauma survivors. Best practices for counselors, supervisors, and counselor educators will be presented. Specific techniques & tools to foster community engagement with these populations & enhance attendees’ multicultural sensitivity & social justice advocacy skills will also be explored through the use of PowerPoint, activities, and discussions.

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## Rachel Allison & Christopher Allison; Liberty University (Session 26; Room 1102)

***Plain but Not Simple: The Amish Faith and Mental Health***

This presentation will discuss the Amish faith and mental health within the Amish community. The focus of this presentation is fostering cultural competency with the Amish Church. Topics will include: The History and beliefs of the Amish Church, their values and norms as well as stereotypes and clichés. The mental health climate will be addressed as well as how the culture's challenges with addiciton, suicide, verbal and physical abuse and depression.

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| **EDUCATIONAL SESSIONS**  **(3:10pm - 4:00pm)** |

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## Michelle Colon, Regent University & Stephanie Dorais, College of William & Mary (Session 27; Room 1103)

## *Using Experiential Activities in Graduate Level Online Multicultural Courses*

## Utilizing experiential activities and pedagogy in instructing multicultural courses in an online platform can be challenging. Multicultural competence requires not only didactic learning, but opportunities to engage in what students are learning within multicultural contexts. In this presentation, we will explore experiential activities and uses of online platforms to encourage learning in real time for online students.

## Julia Lancaster, Old Dominion University (Session 28; Room 1104)

## *When the Spoken Word Isn't English*

## Mind-body psychoeducation scantly exists in counseling sessions, likely due to therapists being uninformed, concerns about practicing outside of their scope, and/or feeling intimidated introducing clients to somatic awareness when perceived concerns are “cognitive.” Yet analytical approaches can become cyclic leading to revolving-door clients returning unable to self-regulate when treatment improvements are too superficial. This presentation offers some foundational information to encourage counselors to bring more mind-body psychoeducation and simple practices into their therapeutic sessions.

## Amy L. Bennett, Liberty University (Session 29; Room 1105)

## *Contempt: The Silent C in PTSD*

## Emotion research has opened new paths of inquiry in suicide vulnerability within the military veteran population diagnosed with PTSD. A correlative study examining the relationship between the variables of contempt and suicide risk is offered. Simulated data findings are statistically significant and infer that as the severity of moral injury rises, suicide risk tends to increase. The proposed study is relevant to the field of counseling in multiple aspects and portends adjustment to the focus of PTSD treatment.

## John Mitchell Waters, Kristian Robinson, & Hannah Ramsey; Virginia Commonwealth University

## *Vicarious Traumatization and Burnout in the Counseling Profession* (Session 30; Room 1114)

## This educational session will provide information on vicarious traumatization for counselors working with clients and its relationship with burnout. The information provided will focus on the assessment of vicarious trauma and burnout as well as evidence-based prevention models.

## Elizabeth Hunter, Walden University (Session 31; Room 1115)

## *Effective Vicarious Trauma Prevention, Intervention, and Recovery*

## Continued exposure to, and integration of traumatic client material places counseling professionals at risk of experiencing negative traumatization of their own, often referred to as vicarious trauma (VT). VT is characterized by alterations in worldview, feelings of distrust in the world, hyper-vigilant and/or avoidant behaviors, and negative alterations of mood including anxiety or depression. While considered a normal response to client trauma exposure, VT is a serious and damaging occupational risk associated with the counseling profession. Increased knowledge and understanding of VT can assist in preventing and even mitigating the impacts of this response for counselors, counselor educators, supervisors, but perhaps most importantly clients.

## Alyssa Reiter, Yesi Giresunlu, Beth Orrison, & Johana Rocha; Old Dominion University (Session 32; Rm 1100)

## *Incivility in the Workplace: Potential Implications on the Sense of Belonging and Mental Health of Firefighters*

## Research has demonstrated that incivility and low sense of belonging have a disastrous impact on mental health (Armstrong, Shakespeare-Finch & Shochet, 2016; Kunkel & Davidson, 2014; Porath, Foulk & Erez, 2015). Professional roles of firefighters put them at greater risk for developing mental health symptoms (Choi, Kim, Chang, & Jung, 2017). Understanding the connection between incivility, belonging, and mental health may offer valuable insight into unique ways of providing mental health services to firefighters.

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| **EDUCATIONAL SESSIONS**  **(4:10pm - 5:00pm)** |

## Kelly Kaczmarczyk, Megan Thompson, & Pierre Durant; Regent University (Session 33; Room 1101)

## *Teaching Social-Emotional Skills, Strategies for School-Aged Children, Grades K-12*

## Whether you are a clinical counselor or professional school counselor, build your repertoire of techniques and materials for cultivating social-emotional skills with school-aged clients/students. The presenters will review developmental social-emotional skills and executive functions needed for children to be successful. Attendees will participate in hands-on learning so they can immediately start implementing the techniques.

## Ni’gea Tuft-Willams, Regent University (Session 34; Room 1103)

## *Bridging the Gap: Counseling Strategies to Empower the Black/African American Family*

## Parenting styles vary among the five racial groups identified by the census bureau. As counselors, it is important to remain culturally competent and provide services that align with our clients’ worldview. This session will identify how parenting styles, within African American families in particular, impacts attachment styles in adulthood, and will identify strategies to aid African American parents in the development of a functional familial unit and positive child-parent relationships.

## Chelsea Hilliard, Jayne Epaloose, Makala Hager, & Karina Lozano; Old Dominion University

## *Development of Immigrants and Refugees* (Session 35; Room 1104)

## This presentation takes a deeper look into career concerns, specific to the immigrant and refugee population, from a school counselor’s perspective. We discuss the needs of these clients, applicable career theories, possible interventions, and several multicultural considerations to have while counseling.

## Joshua D. Hurley, Kristian Robinson, & Amelia Liadis; Virginia Commonwealth University

## *Counseling Transgender Youth Across School, College and Community Settings: Theoretical & Practical Implactions* (Session 36; Room 1105)

## Virginia Commonwealth University doctoral students in Counselor Education & Supervision will provide theoretical and practical strategies to support transgender youth across school, college, and community settings. The presenters have experience in school counseling, college counseling and community mental health. Participants will leave with strategies that practitioners can implement in various settings.

## Heyde Luz, Kristin Hauswirt, Erin Clarke, & Chendamony Sokun; Liberty University

## *Perceived barriers to retention and perseverance of and racial-ethnic minorities and international students in higher education* (Session 37; Room 1114)

## Educational disparities are observed across racial-ethnic minorities (REM) and international students, with low entry, persistence, and academic degree conferral rates. REM students also experience educational occurrences that differ from the majority, such as relatedness, inclusivity, connection, acculturative stress, biculturalism, and loneliness. These cultural barriers influence students’ mental health and wellness. Counselor educators, as well as counseling clinicians, need to understand the importance of developing multicultural competence to be better equipped to work with this population

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| **A Special Thanks to** |

## 

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| 38 | Dr. Cory Gerwe | LGBT Life Center |

**The Virginia Association for Counselor Education and Supervision (VACES)**

VACES is the state affiliate of the Association for Counselor Education and Supervision (ACES). VACES is committed to promoting the growth and competence of counselor educators, supervisors, and students through:

* The endorsement of accreditation process and professional development activities;
* Improvements in the academic and supervisor experience;
* Attention to current and relevant research devoted to counselor education and supervision;
* An adherence to the ethical standards governing counseling, counselor education, and supervision;
* The promotion of regional and national leadership among current and aspiring counselor educators and supervisors;
* A commitment to improve counseling and supervision in all settings of society by promoting social justice and advocacy.

For more information, visit our webpage: [**http://vaces.org**](http://vaces.org)

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*The VACES Officers and Executive Board Members are grateful to the leadership and supporting staff of the Department of Counseling and Human Services at Old Dominion University. This event would not have been possible without your support.*