Texas Association for Counselor Education and Supervision

MidWinter Conference 2014
Austin Marriott South

Multicultural Aspects of Counselor Education and Supervision

January 30 – 31, 2014
Austin Marriott South
Austin, Texas
Conference Attendees & Presenters,

Welcome to the annual Texas Association of Counselor Education and Supervision (TACES) MidWinter Conference! On behalf of the TACES board and conference committee, we hope you enjoy our conference and find the program sessions enjoyable and enlightening. This year’s MidWinter Conference theme is *Multicultural Aspects of Counselor Education and Supervision.*

The MidWinter Conference is an opportunity for counselor educators, supervisors, and graduate students from Texas and surrounding areas to gather for networking, connecting, and discussing innovative strategies and interventions related to our profession. It is also a place where we can organize our advocacy efforts to promote the important and critical work of counselor education and supervision.

During this year’s conference you can look forward to many exciting things. We have planned a general session with Members of the Texas State Board of Examiners of Professional Counselors, sessions dedicated to multicultural aspects of counselor education and supervision, TACES Supervisor Training workshops/presentations, and four program tracks for attendees (supervision, ethics, supervision training, and doctoral students).

Again, we are pleased and proud to have members of the Texas State Board of Examiners of Professional Counselors join us as speakers for the general session. We look forward to hearing their thoughts and insights, and know you join us in appreciating the clarification and direction we will surely gain from our time together.

Thank you for joining us and best wishes for a wonderful conference!

Sincerely,

Angie D. Wilson, PhD., LPC-S, LSOTP
TACES MidWinter Conference Coordinator
TACES President-Elect
Assistant Professor
Department of Psychology, Counseling, and Special Education
Texas A&M University – Commerce
Austin Marriot South

4415 South I35, Austin, Texas 78744

CONFERENCE ROOMS

PECAN A    PECAN B    SALON A
PECAN B    SALON B    SALON C
SALON B    SALON C    SALON D
SALON Foyer    Bluebonnet    Longhorn
CONFERENCE PROGRAM GUIDE

THURSDAY, JANUARY 30, 2014

5:30 P.M. - 7:00 P.M.  ROOM: PECAN AB

TACES Presents: Executive & Administrative Tasks and Other Topics (A Pre-Conference Presentation)
Per the requirements of the Texas State Board of Examiners of Licensed Professional Counselors, participants will develop an informed consent document for supervision and a supervision contract with the directions of presenters.

(TACES Supervision Training)

Pedra Ane, PhD, LPC-S
Marcella Stark, PhD, LPC-S

7:00 P.M. - 9:00 P.M.  ROOM: SALON D

Ethical and Multicultural Aspects of Counselor Education and Supervision: A Panel Discussion
A panel of experts in counselor education and supervision will convene to address current topics related to ethics and multicultural aspects within counselor education.

(TACES Supervision Training)
(Supervision Option)
(Ethics Option)

Wen-Mei Chou, PhD, LPC-S, LMFT-S
Kevin Fall, EdD, LPC-S
Delini Fernando, PhD, LPC-S
Marvarene Oliver, EdD, LPC-S, LMFT-S
Richard Watts, PhD, LPC-S

University Mary Hardin-Baylor
Texas State University
University of North Texas
Texas A&M University-Corpus Christi
Sam Houston State University

Facilitator: Kathy Ybañez-Llorente, PhD, LPC-S

9:00 P.M. - 10:00 P.M.  ROOM: LIMESTONE RESTAURANT

TALGBTIC Sponsored Mixer: Come join members of TALGBTIC at the Limestone Restaurant for light bites and networking.

*** All attendees may attend all sessions, the legend below helps conference attendees utilize the program booklet to identify sessions that may interest them and their individual needs. ***

TACES Supervision Training = Sessions identified for participants in the TACES Supervision Training Program. These sessions also meet requirements for supervision CEUs.

Doctoral Student Option = Sessions identified for doctoral students seeking CEUs.

Supervision Option = Sessions identified for those seeking supervision CEUs.

Ethics Option = Sessions identified for those seeking ethics CEUs.
**Content Sessions**
8:00 A.M. – 8:50 A.M.

[1] Phenomenological-Heuristic Inquiry  
Phenomenological-heuristic research is arguably one of the most personal approaches to research, and as such requires rigor in methodology. This program will outline a phenomenological-heuristic dissertation process from the perspectives of the dissertation author and chair. The goal of the presentation is to enhance participant understanding of ways to facilitate rigor while being a full participant in the research process.  

Marvarene Oliver, EdD  
Joy-Del Snook, PhD  
Texas A&M University-Corpus Christi  

(Docential Student Option)

The group counseling sessions that students participate in while enrolled in a group class offer an excellent opportunity for them to explore their cultural influences, bias, beliefs, assumptions, values, and worldviews. This program will present, experientially, a series of exercises that invite self-exploration of cultural influences as well as activities to explore how those influences manifest themselves interpersonally. Leader interventions that address conflicts that can arise during this work will be discussed. Additionally, a rubric to measure leadership effectiveness will be distributed and examined. The use of secured reflections shared among group members between sessions will be reviewed.

Gerald Parr, PhD  
Janet Froeschle, PhD, LPC, CSC  
Charles Crews, PhD  
Texas Tech University  

The intent of this project was to train bilingual educators to become bilingual counselors by reducing barriers to higher education, providing financial assistance, academic tutorial support and personal support, and increasing school district collaboration. The project identified counselor training components to effectively train bilingual/bicultural school counselors and incorporated elements to increase the likelihood project participants will continue in the counseling profession. 125 bilingual counselors are either in the process or have successfully completed training using the components suggested. This project suggests that counselor training programs should consider including the suggested components suggested as essential elements in training bilingual counselors.

Cheryl Sawyer, EdD  
Eva “Dee” Sloan, PhD  
University of Houston-Clear Lake  

As new supervisors become aware of their critical role as gatekeepers, and the liability that comes with supervision of LPC Interns, a temptation may exist to focus on the deficits in an intern’s competency. Yet, a focus on the negative may impede the growth of anxious new counselors. Solution-focused supervision (SFS), an adaptation of de Shazer’s (1991) solution focused brief therapy (SFBT), focuses on augmenting the strengths of counselor interns. Participants will learn to apply techniques of goal-setting, scaling, searching for exceptions, and fast-forwarding to increase their interns’ competencies in this positive approach to supervision.  

Marcella Stark, PhD, LPC-S  
Texas Christian University
**Supervision and Non-Suicidal Self-Injury (NSSI): Supervising a Counselor Intern Working with a Self-Injuring Client**

Self-injury is a pervasive and often challenging behavior seen with clientele and students in treatment settings, schools and private practice settings. Furthermore, counselors-in-training are often faced with the prospect of working with clients/students who participate in self-harming behaviors. This creates a challenge for the counselor and supervisor to ensure that appropriate treatment occurs.

(Supervision Option)

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<tr>
<td>Chris Simpson, PhD, LPC-S</td>
<td>Texas A&amp;M University-Commerce</td>
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<td>Heather Quast, MS, LPC-Intern</td>
<td>Texas A&amp;M University-Commerce</td>
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<td>Audrey Robinson, MS, LPC-Intern, LCDC-Intern</td>
<td>Texas A&amp;M University-Commerce</td>
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**Does Your Supervisee See the Supervisory Relationship Like You Do?**

Supervision is an important and impactful aspect of training for students and counselor educators. In the supervision relationship, supervisors behave in ways they believe will help their supervisees develop into effective counselors. How are these supervisor behaviors perceived by supervisees? This presentation will discuss supervisors’ characteristics that supervisees feel contributed to their personal and professional growth and examine challenges that can impede supervision relationship. Participants will learn developmentally appropriate implications for exploring multicultural differences with supervisees as a means to strengthen supervisory relationships and enhance supervisees’ competence working with diverse clients.

(Doctoral Student Option)

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<tr>
<td>Terra Wagner, M.Ed., LPC-Intern</td>
<td>University of North Texas</td>
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<td>Szu-Yu Chen, M.Ed., LPC-Intern</td>
<td>University of North Texas</td>
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<tr>
<td>LaToya Yaites, M.Ed., LPC-Intern, NCC</td>
<td>University of North Texas</td>
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**Texas New Faculty Interest Network Texas Meeting (TX-NFIN)**

This Texas chapter meeting of the ACES organization of NFIN will gather to meet about the struggles and triumphs of being junior faculty. The meeting is open to all junior faculty and doctoral candidates preparing for the transition to becoming junior faculty.

(Doctoral Student Option)

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<td>Lorraine M. Dinkel, PhD, LPC</td>
<td>Texas A&amp;M International University</td>
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**Multicultural Competency is More than Skin Deep: TALGBTIC Panel Discussion**

TALGBTIC Board members will speak to gender and sexuality issues within the context of counselor education and supervision. Resource materials will be shared, panel discussion with a question and answer session will be utilized to provide feedback on current needs or areas of interest presented by workshop attendees.

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<td>Faith Harper</td>
<td>RJ Davis</td>
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<td>Michael DeVoll</td>
<td>Beck Munsey</td>
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<tr>
<td>Melissa Gaa</td>
<td>Alexandra “Sasha” Wilhelm</td>
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<td>Lisa Pearson</td>
<td>Adrian Warren</td>
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[9] Understanding and Supporting the African American Graduate Experience  
SALON D  
Session will focus on results of a qualitative study exploring the unique experience, obstacles, coping strategies, and assets utilized, that form barriers and protective strengths for African Americans in a Counselor Education graduate program. Session will provide insight, from African American students, into how graduate schools, recruitment officials, and professionals can maximize success possibilities for African American graduate students.

Shanice Armstrong, EdS  
Texas A&M University-Corpus Christi

[10] Counseling Survivors of Child Sexual Abuse and Their Non-offending Caregivers: Implications for Counselor Educators and Supervisors  
BLUEBONNET  
Child sexual abuse (CSA) is a prevalent issue that devastates our society across all cultural and contextual circumstances. Counselors and counselors-in-training will likely work with survivors of CSA in their practice. Attendees will learn about the results of a phenomenological study that examined 10 Licensed Professional Counselors’ experiences working with child survivors of sexual abuse and their non-offending caregivers. Findings will provide attendees with the participants’ descriptive accounts of what helped or hindered their work and how their work affected their views of self and others. Implications for counseling practice, counselor education, and supervision will be discussed.

Maria Haiyasoso, MA, LPC-Intern  
University of Texas at San Antonio

[11] Where are We?: The Current Status of Ethics and Counselors in the State of Texas  
PECAN A  
Ethical violations are a major concern for both counselors and those who are charged with supervising counselors. A major question for supervisors and counselor educators is, “Are the ethical problems we see in supervisees and students getting any better?” This presentation will discuss aggregated data on ethical violations that have occurred in Texas over the past decade for a number of mental health professionals, and provide interpretations regarding the current status of ethics for counselors in Texas.

Ryan Holliman, PhD, LPC-S  
Walden University
Pedro J. Blanco, PhD, LPC-S, RPT-S  
Texas Woman’s University
Victoria K. Stickley, MS  
Texas Woman’s University

PECAN B  
Over 5,000 refugees have been resettled in Texas in recent years. These individuals and families are often invisible. In addition to understanding the needs (e.g., physiological, self-efficacy, language, cultural) of newcomers who have experienced socio-political atrocities (i.e., war, torture, forced relocation), participants will gain an understanding of relational competencies necessary for creating a therapeutic alliance with refugees. The supervisory working alliance and unique needs of supervisees who work with this population will also be considered. Dominant client and supervisee themes such as religion, spirituality, trauma, disability, and acculturation will be framed according to Maslow’s hierarchy of needs.

Jamoki Dantzler, MA, LPC-Intern  
University of Texas at San Antonio
Seth Sampson, MA, CSC  
University of Texas at San Antonio
Marlise Lonn, MS, LPC-S, NCC  
University of Texas at San Antonio
[13] How To Supervise When Diversity Walks In The Door: Supervising LONGHORN Counseling Interns At A Walk-In Counseling Program
Diversity issues impact clients, counselors, and supervisors. Clients of diverse backgrounds may experience difficulty receiving mental health services, while counselors and supervisors may experience challenges when providing counseling. The Walk-In Program allows clients to access mental health services without an appointment and without having to wait for a scheduled appointment. Counselors receive direct supervision for every client seen and have the opportunity to receive supervision from supervisors experienced in working with marginalized clients. Social construction ideas and collaborative practices create the possibility for single session collaborative therapy to lead to significant change for these clients and their counselors.

Adriana Gil-Wilkerson, MS, LMFT-S
Catherine King, MS, LMFT-S, LPC-S

Sam Houston State University
Sam Houston State University

(Supervision Option)

**POSTER SESSIONS**
9:00 A.M. - 9:50 A.M.
SALON FOYER

[14] Substance Abuse Treatment Issues and Characteristics with Diverse Populations
The United States population becomes more diverse day to day and multiculturalism contains an important place in counseling. Self-abuse prevalence has increased over the years with new methods of production and easier access to substances. Counselors have responsibilities to be culturally competent when working with diverse populations (African Americans, Asian Americans, Native Americans, & Hispanic Americans). Participants will gain a general knowledge of treatment issues, characteristics, and risk factors associated with diverse populations. In this regard, it will be important to gain and understand the balance between risks and protective factors in order to promote clients’ overall well-being.

Mehmet A. Karaman, MA
Michael K. Schmit, MA, LPC-Intern

Texas A&M University-Corpus Christi
Texas A&M University-Corpus Christi

[15] Using Mindfulness to Enhance Multicultural Competence Among Masters Level Counseling Students
Though research indicates multicultural counseling classes increase multicultural competence, these studies provide little guidance regarding pedagogical strategies or class activities. This presentation reviews findings from a study investigating the relationship between trait mindfulness and multicultural counseling competence among masters level counseling students. Results indicate that mindfulness explains variance in multicultural competence beyond the variance explained by demographic characteristics, multicultural counseling class, and empathy. Participants in this presentation will learn how Terror Management Theory provides a perspective for understanding the link between mindfulness and multicultural competence. They will also engage in mindfulness practices that can be incorporated into multicultural counseling classes.

David A. Johnson, M.Ed., LPC-S
Danielle Knight, MA, LPC-Intern

University of Texas at San Antonio
Texas A&M University-Corpus Christi

[16] When Supervisees Knock on your Door: Trauma-related Supervision for Counselors who Work with Sexual Abuse Survivors
Practitioners can experience secondary trauma while working with survivors of sexual abuse. Vicarious trauma may impact a practitioner’s efficacy, safety, self-esteem and identity. Supervision is an essential, useful and beneficial component for practitioners working with trauma. To provide supportive and effective supervision, the supervisor in this field needs to be aware of the influence of secondary traumatization and have a skilled framework for understanding their supervisees’ experiences in their work. This presentation will provide special concerns for supervision of supervisees who encounter secondary trauma. Participants will learn the impact of vicarious trauma and guideline for trauma-related supervision.

Sunkyung Chung, MA, LPC-Intern, NCC
Mary Dom, MA, LPC-S
Kathleen Herrington, MS, LPC-Intern
Elisa M. Medellin, MA, LPC-Intern

St. Mary’s University
The Rape Crisis Center
The Rape Crisis Center
The Rape Crisis Center
[17] Summoning the Muse: Cultivating Holistic Clinical Supervision Through the Expressive Arts
Research shows that including the expressive arts in clinical supervision enhances supervisees’ ability to conceptualize their work with clients, thereby eliciting more meaningful client / therapist interactions. In this session, we discuss a variety of expressive arts techniques that can be combined with traditional approaches towards the creation of a holistic supervision experience. Bernard’s Discrimination Model will be used as a framework to address the logical and intuitive dimensions of clinical supervision. Potential benefits and challenges, as well as some ethical considerations of including expressive arts techniques in supervision, will be addressed.

Nevine Sultan  
Melanie C. Harper  
St. Mary’s University  
St. Mary’s University

A substantial body of literature exists on the critical nature of understanding the racial identity development of African Americans and applying it to clinical work. However, little focus is given to the racial identity development of African American children. The purpose of this presentation is to demonstrate how counselors can apply Cross and Phagen-Smith’s (2001) racial identity model with African American child clients. Participants will develop an increased understanding of the construction of racial identity development in African American children and how to incorporate the Cross and Phagen-Smith model in their clinical practice.

LaKaavia Taylor, M.Ed., LPC-Intern, NCC  
Dee Ray, PhD, LPC-S, RPT-S, NCC  
University of North Texas  
University of North Texas

[19] Utilizing the Discrimination Model to Promote Counselor Trainee’s Experience of Personal Awareness, Multiculturalism, and Diversity
The purpose of this poster presentation is to provide an illustration of how the Discrimination Model can provide a template for supervisors and counselor educators to facilitate counselor trainee’s multicultural and diversity knowledge. Specifically, employing the counselor role to facilitate personal awareness of micro aggressions. Furthermore, utilizing the teacher role to explore tenets of multiculturalism, diversity, and ethics. Finally, facilitating discussion of personal experiences as they relate to multiculturalism and diversity using the consultant role. Overall, participants will have an understanding of how the supervisory roles can work harmoniously to impact a trainee’s view of diversity and multiculturalism.

Angela Shokouhi, MS, LPC-Intern, NCC  
Tiffany Hutchins, MS, LPC  
Audrey Robinson, MS, LPC-Intern, LCDC-Intern  
Texas A&M University-Commerce  
Texas A&M University-Commerce  
Texas A&M University-Commerce

[20] Exploring the Interconnectedness of the Supervisory Relationship, Therapeutic Relationship, and Client Outcomes
Research has shown that the relationship between the counselor and client is one of the most significant predictors of client outcomes (Duncan & Moynihan, 1994; Lambert, 2001). Similarly, the importance of the relationship in supervision has been stated, though not as clearly supported through research (Bernard & Goodyear, 2009). The purpose of the presentation is to inform counselor educators and supervisors of recent research on the supervisory relationship and its connection to supervisees’ relationships with clients, as well as client outcomes. Attendees will learn about the results and application of this research to utilize in counselor education and supervision.

Hope Bell, PhD, LPC  
University of Texas at San Antonio

[21] Proceed With Caution: Considerations for Online Therapy
Are you prepared to meet the demand for online therapy? The poster will identify professional, legal, and ethical issues related to offering online counseling services. A consistent definition of the practice is lacking, and ever-changing technology makes regulation of online therapy challenging. Several themes from the literature indicate the need for awareness and training for counselors seeking to initiate online services. Participants will gain an understanding of potential benefits and risks of online therapy as well as reasons individuals may pursue the practice. Considerations will include multicultural concerns. Handouts will be available.

Olivia Scalf Wedel, M.Ed.  
Texas Christian University
[22] Diversity and Advocacy: Supervision Theories for Working with Substance Abuse Clients
This session will present a practical approach to working with supervisees who counsel individuals with substance abuse issues. Using the CACREP Standards (E.1, E.2, E.3, E.4, F.1, F.2, and F.3), the facilitator will discuss the culture of substance abuse and how to incorporate competency within the context of supervision. The facilitator will also demonstrate how to educate supervisees on topics pertinent to their clients' individuality and autonomy. Finally, the facilitator will discuss EBP theories in supervision that cultivate critical thinking and promote client welfare.

Stacy Speedlin, MA, LCDC-Intern
Noreal Armstrong, M.A., LPC

[23] Working with Male Clients: Addressing Common Challenges within the Counseling Relationship
Men can be particularly hesitant to discuss their inmost feelings and relationship struggles with a stranger. Assessing resistance, handling transference, and recognizing power imbalance with male clients is critical to therapeutic success. Presenters will discuss the challenges of building authentic counseling relationships with male clients and provide effective intervention techniques designed to improve therapeutic outcomes. The influence of factors such as variations in modalities, presenting problems, demographics, and other important factors will also be discussed with particular attention given to multicultural factors that might impact the counseling process.

Kelly L. Cheatham, MA, LPC
Von Eaglin, M. Ed., LPC

[24] A Systematic Developmental Model for Teaching Case Conceptualization and Integrating Cultural Formulation
Research suggests that the case conceptualization skills critical in understanding clients and forming comprehensive treatment plans have not typically been taught in a systematic and developmental manner. In addition, culturally competent counselors are expected to integrate cultural formulations in the assessment and diagnostic process. This presentation proposes a sequential case conceptualization training model that integrates cultural formulation and discusses various research implications of the model.

Richard “Craig” Williams, Ph.D.
Paul A. Carrola, Ph.D., LPC-S

[25] LGBTQQIAAP Training for Students in Counseling and School Counseling Programs
Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, Allies, Asexual, and Pansexual clients are populations that students in counseling and school counseling programs need to understand beyond the chapter in a multicultural course to be effective in helping them with depression, anxiety, bullying, addiction, and suicide. The presenters will define LGBTQQIAAP vocabulary words, developmental issues across the lifespan, counselor competencies, and mental health counseling issues unique to this population. Presenters will discuss ways to take the knowledge in the classroom to training experience, especially for practicums and/or internships at university counseling centers.

Rebecca Munsey Ph.D, NCC, LPC-S
Allison Stewart, PsyD
[26] Teaching Wellness and Ethics Through Course Implementation: A Multicultural Perspective

Using a wellness model with multicultural perspective, attendees will learn how to integrate wellness concepts into an ethics course. The presenters will focus on teaching methods which make ethics more multiculturally meaningful and less mundane.

(Ethics Option)

Bret Hendricks, EdD
Loretta Bradley, PhD
Melissa Gaa
Nicole Noble

Texas Tech University
Texas Tech University
Texas Tech University
Texas Tech University

[27] Addressing Ethics in Supervision Practice using Developmental Relational Counseling

The presenters will introduce the Developmental Relational Counseling Model (DRC) as it applies to ethical supervision practice. DRC is grounded in relational ethics, Relational Cultural Theory, cognitive therapy, and the Enneagram Personality Typology. DRC proposes a method for helping individuals deepen their self-understanding, relational functioning, and growth through feedback. DRC conceptualizes client, counselor, supervisee, and supervisor perspectives as they relate to power, their understanding of their impact on others, the value they place on themselves and others, and their receptivity to feedback. This model has been published in the Journal of Creativity in Mental Health and The Journal of Counseling and Development.

(TACES Supervision Training)
(Supervision Option)
(Ethics Option)

Thelma Duffey, PhD
Shane Haberstroh, PhD

University of Texas – San Antonio
University of Texas – San Antonio


International students face many barriers to effective learning. Research indicates visa issues and government red tape as the primary challenges for international students, but focuses less on other practical stressors such as ineffective working alliances, prejudice, language barriers, and low social self-efficacy. It is essential that counselor educators/supervisors be aware of the specific issues international students face. The presenters will describe the most common challenges faced by international students and provide specific strategies for helping these students cope with acculturative stress. Participants will gain knowledge about the unique cultural perspectives that international students bring to the classroom context.

Natalya A. Lindo, PhD
Delini Fernando, PhD

University of North Texas
University of North Texas

[29] “Can We Talk about My Religion?” How Counselors Can Incorporate Religion/Spirituality with Military Connected Clients

Religion/spirituality is an important component in the lives of many clients. Research indicates that counselors seldom demonstrate confidence and competence in exploring religion/spirituality with clients. Also lacking are civilian counselors’ competencies in military culture and effective tools for working with this population. In this interactive workshop, participants will become familiar with specific tools which counselors can utilize with military-connected clients towards appropriate conceptualization and incorporation of religion/spirituality in counseling. Additionally, participants will move towards competency in exploring religion/spirituality within the context of the military culture, while remaining cognizant of their individual client’s unique perspectives.

Reneé A. Foyou, MA, MAR, AFC

University of Texas at San Antonio
**Poster Sessions**

**10:00 AM - 10:50 AM**

Salon Foyer

[30] Introducing Service-learning Research to Master’s Level Counseling Students as a Way of Enhancing their Overall Educational Experience

By infusing service-learning opportunities with faculty research students gain valuable insight into the process of conducting future studies and often feel more connected to their programs. In this presentation the process of establishing a research based service-learning program will be discussed from initializing such a project to the submission of a manuscript. The presenters will also provide preliminary qualitative data of student’s perception of program allegiance along with their personal experience as the result of such research based service-learning programs. Discussion will focus on implications of the research findings for counseling programs.

Pedro J. Blanco PhD, LPC-S, RPT-S  
Joel H. Muro PhD  
Victoria K. Stickley MS  
Stephanie Toland BA  

Texas Woman’s University

[31] Invisible Needs: Supporting First-Generation Graduate Students in Counselor Education

First-generation is a term now used to describe graduate students who were the first in their families to attain a bachelor’s degree. These students tend to come from ethnic minority and low socio-economic backgrounds and provide counselor education much needed diversity. Many first-generation students describe navigating multiple identities. These students express feeling they are in between two cultures: the culture of academia and the culture of their upbringing. Participants will gain an understanding of the experiences of first-generation students navigating academia. Additionally, participants will leave with strategies for supporting these students in counselor education programs.

Angelica M. Tello, MA, LPC-Intern, NCC  

University of Texas at San Antonio

[32] Ethical Responsibilities of Counselor Educators & Supervisors: Preparing Counselors to Assist Clients and Represent the Profession

This presentation will examine ethical aspects of counselor training. Counselor educators and supervisors are charged with the responsibilities of professionally preparing counseling students and gate keeping for the profession. Referencing current research, the ACA Code of Ethics and the CACREP Standards, the presenters will: identify and discuss important areas in which counselor educators and supervisors provide meaningful quality instruction and opportunity for supervised practice; identify concerns in supervisee development, and increase awareness of the gate keeping role; and, emphasize the importance of counselor educators and supervisors continuing their own personal and professional development.

Corben Bloomfield, MS, CSC, LPC-Intern  
Janet Dougherty, MS, LPC, CSC  

Texas A&M University-Commerce

[33] Implementing ASCA model components in Practicum and Internship

This presentation will describe the implementation of the American School Counselor Association (ASCA) national comprehensive guidance model in field experience courses at Texas A & M International University. Allowing for unique perspectives, professional school counselor candidates select how to demonstrate leadership, advocacy, and/or data collection in a manner best suited to their particular school site. Examples of student work from field experience sites will demonstrate how students have infused their own creative voice to this assignment. Participants will leave with ideas about how to implement the ASCA model in their field experience courses.

Lorraine M. Dinkel, PhD, LPC  

Texas A&M International University
[34] **Service-Learning in Counselor Education: From Theory to Practice**

Service-learning is a philosophy of learning and service that occurs in the college and graduate level students’ experiences, reflection, and community engagement. Students and teachers create collaborative relationships with community partners. Through intentionally structured service-learning experiences, students develop and integrate classroom knowledge with community needs to enrich the student’s understanding and application. This presentation will examine service-learning in counselor education and explore service learning as a pedagogy, community service, and experiential learning. The presenters own service-learning experiences will be utilized as examples.

Kristie Opiola, M.Ed., LPC-Intern  
Andrea Godwin Weisberger, MA, LPC-Intern  
Eric Dafoe, M.Ed., LPC-Intern, NCC

University of North Texas

[35] **Big Times in the Big Easy: Promoting Counselor Care and Professional Development in the City that Care Forgot**

As a counselor, educator, or student, working to establish harmonious relationships with professionals is important. Counseling as a profession holds many diverse avenues for self-establishment, and it is through a unified identity as counselors that we are all connected. The Alpha Eta chapter of Chi Sigma Iota at the University of New Orleans promotes counselor community engagement through professional development activities, conference grants, and service projects. To encourage a unified counselor identity development, the chapter provides a variety of events and workshops aimed at masters and doctoral students, faculty, alumni, and counselors in the community at-large. This poster presentation describes the efforts the Alpha Eta chapter has undertaken to promote connections between students and professionals in the counseling field.

Angela E. James, LPC  
Karen Swanson Taheri, RPT

University of New Orleans

[36] **Exploring Effective Supervision Models with Off-Site Agency Coordinators for Diverse, Multicultural Populations**

The presentation will highlight practicum/internship coordinators and counselor educators in postsecondary institutions collaborative efforts with off-site agency coordinators to enhance educational efforts related to diverse, multicultural populations. The goal of the presentation is to highlight diverse ethical issues common to counselor interns and applicable to the clinical process of counseling. Participants will increase awareness of ethical terms related to working with diverse populations towards enhanced mental health. Professionalism will be explored when working with mandated, marginalized, and diverse populations on strengthening the counseling relationship in client confidentiality, privacy, professional reasonability, evaluation, assessment, and interpretation.

Valerie McGaha, PhD  
Loretta J. Bradley, PhD

Oklahoma State University  
Texas Tech University

[37] **Wellness Pedagogy for Counselor Education**

Professional counselors appear to be particularly susceptible to burnout due to the psychologically intense work they do with clients (Skovholt, 2001) and the stressful environments in which they work (Maslach, 2003). Thus, wellness and self-care are essential aspects of counselor education and preparation (Ohrt, Prosek, Ener, & Lindo, in press; Perepiczdka & Balkin, 2010; Roach & Young, 2007). In this presentation, we will discuss Experiential Learning Theory (ELT) as a framework for infusing wellness in counselor education pedagogy. Specifically, we will discuss effective wellness experiences for classroom use with counselors-in-training (Carney, 2007; Yager & Tovar-Blank, 2007).

Kyrstin Lokkesmoe  
Lindsay Webster  
Maria Spellings  
Jonathan Ohrt, PhD

University of North Texas
[38] Strengths and Challenges: Supervisor and Counselor Educator in Training with East Asian International Student Identity
A significant amount of studies and emphases in the counseling field have been placed on understanding the cultures and needs of international students or counselor trainees with international student identity. The presentation is designed to voice for supervisors and counselor educators in training who self-identify as international students from East Asian countries. The presenter will discuss perceived prejudice and influence of acculturation that supervisor and counselor educator in training with East Asian international student identity may encounter in the U.S. The presenter will also stress some challenges and strengths and those in relation to cultural values that this population may identity with. In addition, the presenter will review how the differences between American and East Asian culture may influence supervisory and teacher-student relationships. The presenter will then conclude with providing ideas for facilitating growth, providing support, and promoting self-efficacy for this population.

Yi-Ju Cheng, M.Ed., LPC-Intern, NCC
University of North Texas

The presenters will explain the lineage of Multicultural Social Justice Criticism (MSJC), describe the premises and beliefs of MSJC, and disseminate the current research on MSJC in counselor education. The presenters will then provide examples of practical application and best practices for utilizing MSJC in counselor education coursework. The goal of this presentation is to empower attendees to pursue scholarship and activism with MSJC in mind. Attendees will gain an understanding of MSJC, identify basic tenets of MSJC, and gain tools for use in the counselor education classroom.

Tiffany Otting, MS, LPC-Intern
Gustavo Barcenas, MS
University of North Texas

**GENERAL SESSION**
11:00 A.M.-11:50 A.M.

All MidWinter Conference attendees are invited to meet members of the Texas State Board of Examiners of Professional Counselors and learn about the current issues in the field of professional counseling and supervision. In this session you will get an update on the recent rule changes, updates on supervision requirements and information on initiatives being considered by the TSBEPC.

(TACES Supervision Training)
(Supervision Option)
(Ethics Option)

~ LUNCH ~
12:00 A.M.-1:20 P.M.

SALON AB
TACES Business Meeting
**CONTENT SESSIONS**

1:30 P.M. - 2:20 P.M.

[40] Repeated Exposure to Trauma: Recognizing and Addressing Trauma-related Concerns of Supervisees

Trauma is prevalent across multiple settings and populations. Counseling survivors of childhood abuse, sexual assault, work-related violence, political torture, and natural disasters may result in vicarious trauma or other deleterious effects for counselors. Supervisees counseling survivors of trauma have distinct needs; and responses to traumatic experiences are informed by their own cultural context, life experience, and coping skills. The various effects of counseling survivor trauma and strategies to help supervisees mitigate effects of repeated exposure to trauma will be explored. Attendees will learn about utilizing trauma theory in supervision, recognizing vicarious trauma, and strategies to help supervisees mitigate effects of repeated exposure to trauma.

(Supervision Option)

Marlise R. Lonn, MS, LPC-S, NCC
Maria Haiyasoso, MA, LPC-Intern

University of Texas at San Antonio

[41] Promoting a Global Perspective to Foster Cognitive Complexity and Ethnocultural Empathy in School Counseling Interns

This presentation reports outcomes of a semester long intervention designed to promote the critical analysis, intercultural competence and self-reflective practice needed for school counseling students to maintain their ethical and professional identities as they begin their careers in an increasingly complex and diverse education system. Attendees will learn about 1) promoting the cognitive maturity of students to increase the likelihood that they will develop into well-rounded, ethical and culturally competent counselors, 2) barriers to empathy and perspective taking linked to strategies for change and 3) intervention strategies that expose assumptions and educational practices that have escaped critical examination.

Derek Robertson, PhD, LPC

University of Texas at San Antonio

[42] The Evolution of a Counselor Training Facility/Community-based Counseling Center: Lessons Learned

CACREP requires accredited counseling programs have access to a clinical training facility to supervise and monitor the skill development of counseling students through the practicum and internship courses. The Community Life Center (CLC) is a community-based counselor training facility on a private, religiously-affiliated university campus in central Texas. This case study describes the evolutionary process of the CLC from conception to fully-operational status (having serviced 10,000 clients over the last 8 years); and discusses the move into the paperless future with electronic record keeping. A three-faculty panel will address the development of the CLC, its successes, and growing pains.

Marta Garrett, LPC-S, LMFT-S, RPT-S
H. Ty Leonard, PhD, LPC-S
Jason Martin, LMFT-S, LPC-S

University of Mary Hardin Baylor
[43] Ethical, Legal, and Professional Issues in Supervision: Using a Model for Ethical Decision Making (Part I)

Ethical, legal, and professional issues arise in counseling supervision. Supervisors are charged with recognizing this issues and using an appropriate ethical decision making model to make decisions about supervision, the supervisee, and clients. In this presentation, the presenters will provide an overview of common ethical, legal, and professional issues that appear in supervision. Session participants will learn about the different decision making models that are currently available to supervisors and how they can be used in supervision sessions. Ethical dilemmas will be presented and participants will learn how to use an ethical decision making model to find a solution.

Jennifer N. Boswell, Ph.D., LPC-S, NCC, RPT
Elsa Soto Leggett, Ph.D., LPC-S, RPT-S

University of Houston – Victoria

[44] Counselors Legal and Ethical Obligations: An Attorney’s Prospective

Mrs. Dalrymple practices in the areas of administrative law and health law, including related hearings and litigation. The special emphasis of her practice is representing and defending licensed professionals in licensing and complaint cases before various licensing and regulatory boards; defending individual health care practitioners in hospital-based peer review proceedings. This presentation will review a counselor’s ethical and legal obligations regarding documentation of services, supervision, relationships with clients, disclosure of records, and court testimony, and highlight recent changes to board rules that may impact these obligations. The program will also include a discussion of the most common sources for complaints to licensing boards, and how to minimize the risks of a receiving a complaint. Finally, the program will include a review of the board complaint process.

Kenda Dalrymple, Partner
Carls, McDonald & Dalrymple, L.L.P.

[45] Beyond Words: How to Incorporate Creative Activities and Techniques within your Classroom

We teach students techniques and theories from experience and a textbook. There are various activities that one can utilize with clients that are highly beneficial. Creativity crosses all barriers, such as socio-economic, age, gender, race, and ethnicity. We will explore various techniques that can assist students/clients in being more creative in session. Some examples include: music therapy, animal assisted therapy, using photographs within session, stress management, game playing.

Kathleen Jones-Trebatoski, PhD, LPC-S, NCC
Tracy Calley, Ph.D.
Susan Mudge, PhD

Private Practice/Adjunct
Texas State University

~ Coffee & Dessert ~
3:15p.m. – 3:45p.m.
SALON FOYER
**CONTENT SESSIONS**

2:30 P.M. - 3:20 P.M.

[46] Confronting the Taboo: Preparing Counselor Educators to Infuse Spirituality and Indigenous forms of Healing into Their Curricula

Spirituality and indigenous forms of healing, when used in the context of an increasingly diverse world, can be useful tools in counseling. These methods may serve as alternatives to or as collaborations with the mental health perspectives and theoretical approaches that are currently taught by counselor educators. This session will focus on understanding the role of spirituality and indigenous healing and their interconnectedness to the field of counseling. Also, ways to infuse these topics into the curricula and implications to counselors will be discussed. Additionally, handouts, and interactive discussions will be included.

Brenda Jones, PhD
University of Texas at San Antonio

Janeé Avent, PhD
University of Texas at San Antonio

[47] Awareness Training and Creativity: A Gestalt Approach to Counselor Education

Competence in clinical work requires accessibility to the flow of inner experience. This session acknowledges awareness training as a gap in counselor education. Awareness training teaches one to really listen to, and experience, the reality of Here and Now. Principles of Gestalt therapy offer a philosophy and methodology for moving from deadness toward flexibility and creativity. Drawing upon the integration of the cognitive and affective dimensions of the self, this session presents a four stage model of the creative process. Participants will describe how awareness informs creativity in counselor education and the four stages of the creative act.

Monique Mercado, MA, LPC-Intern
St. Mary’s University

Ray Wooten, PhD, LPC-S, RSMT
St. Mary’s University

Catherine Cody Wooten, B.A.

[48] Working through Various Cultural Language Barriers in Counselor Education and Supervision

Language can be a major problem for counselors/clients or supervisor/supervisees (Sue & Sue, 1977). Language barriers prevent people from explaining their problems in-depth and from expressing themselves thoroughly to the counselor or supervisor (Sue & Sue, 1977). Therefore, the presenters will focus on how to work through the different forms of linguistic barriers that exist in counselor education and supervision. The presenters will not only focus on the differences in languages, but also the meaning of words and variations in vocabulary amongst different cultures (e.g., religion and military). The goal is to bring awareness and help build counselor competencies when working with linguistically diverse individuals.

Kevin Milligan, MA, LPC-Intern, NCC
University of Texas at San Antonio

Jamoki Dantzler, MA, LPC-Intern, NCC
University of Texas at San Antonio

Sabine Volkmann, MA
University of Texas at San Antonio

Seth Sampson, MA, CSC
University of Texas at San Antonio
[49] Ethical, Legal, and Professional Issues in Supervision: Using a Model for Ethical Decision Making (Part II)

Ethical, legal, and professional issues arise in counseling supervision. Supervisors are charged with recognizing this issues and using an appropriate ethical decision making model to make decisions about supervision, the supervisee, and clients. In this presentation, the presenters will provide an overview of common ethical, legal, and professional issues that appear in supervision. Session participants will learn about the different decision making models that are currently available to supervisors and how they can be used in supervision sessions. Ethical dilemmas will be presented and participants will learn how to use an ethical decision making model to find a solution.

(TACES Supervision Training)
(Supervision Option)
(Ethics Option)

Jennifer N. Boswell, Ph.D., LPC-S, NCC, RPT
Elsa Soto Leggett, Ph.D., LPC-S, RPT-S

University of Houston – Victoria

[50] Supervising Bilingual Counselors: Insights, Challenges, and Best Practices

Multilingual diversity is increasing in the United States. In response, more counselors are providing bilingual counseling services. These counselors may face unique experiences related to the constellation of language, culture, and professional development. Moreover, supervisors are working with these counselors and little is known about their experiences or specific strategies for supervision. This session will focus on insights, challenges, and best practices in supervising bilingual counselors. Implications for supervisors and counselor educators will be provided.

(Supervision Option)

Angelica Tello, MA, LPC-Intern
Cristina Martinez, BA
Heather Trepal, PhD, LPC-S

University of Texas at San Antonio

[51] Women in Counselor Education: A Phenomenological Study on Becoming a Mother in a Doctoral Program

Women face diverse challenges when balancing academic and familial responsibilities. Previous researchers suggested the culture of academia demonstrates minimal support for female professors becoming mothers during the pursuit of tenure, however, little research exists regarding doctoral students who become mothers. The goal of the presentation is to discuss a phenomenological study exploring women’s experiences becoming mothers during a doctoral program in counseling. Learning objectives include understanding the impact of motherhood on doctoral students as well as the importance of mentorship and other protective factors when supporting academic mothers. Educators, supervisors, and students are provided opportunity to explore programmatic implications.

(Doctoral Student Option)

Andrea Godwin Weisberger
Elizabeth A. Prosek

University of North Texas
**CONTENT SESSIONS**

3:30P.M. - 4:20P.M.

[52] Biphobia, Masculinity, and Identity: Implications for Counselor Educators and Supervisors

In this interactive presentation, attendees will learn about male bisexual identity development and biphobia, a specific type of discrimination based on monosexual views of sexual identity and masculinity. The goal of this presentation is to promote counselor training that helps counselors honor the unique experiences of bisexual men. Identity development models will be discussed and counselor training strategies that challenge counselors to examine their own biases about men’s sexuality and gender will be presented. Learning outcomes include: (a) increased knowledge about biphobia, identity, and masculinity and (b) knowledge of different training strategies that foster affirming counseling practices for bisexual men.

Tamara J. Hinojosa, PhD
Carlos Medina
Kathleen Morgan

Texas A&M University – San Antonio

[53] Transitioning from a Counselor-in-Training to a Counselor Educator: Role Ambiguity with Doctoral Level Counseling Students?

Program Description: A cohort of counseling doctoral students enrolled in a CACREP accredited program with combined 40 years of clinical experience and 7 years of teaching experience will examine the mandated role of gatekeeper from the perspective of their dual roles as counselor educators-in-training and recent counseling student status.

Nick Patras, MS, LPC, NCC
Angela Freeman, MSW, LCSW, LCDC
Myron Jones, MS, LPC, LCDC
LaShondra Manning, MA, LPC-S, NCC
Shanda Riley, MSW, LCSW, LPC-Intern
Tim Sneed, MBS, LPC, LMFT-A

Texas A&M University-Commerce

[54] A Cross Cultural Examination of Counseling Students’ Perceptions of Altruism

Altruism is a suggested factor that influences one’s decision to pursue the counseling profession. Therefore, it is important to recognize the importance of altruism, from a multicultural perspective, in the counseling field. The purpose of this presentation is to examine the applicability of a proposed model of the development of altruism as perceived by master’s level counseling students from four different cultures: (a) United States, (b) Uzbekistan, (c) Korea, and (d) India. A consensual qualitative research design was used to identify and cross-analyze themes. The presenters will discuss research ethics, multicultural considerations, and implications for counselor educators and counselors.

Hope Bell, PhD, LPC
Angela Shokouhi, MA
Tiffany Hutchins, MS, LPC

University of Texas at San Antonio
Texas A&M University-Commerce
Texas A&M University-Commerce

[55] Ethical Issues: Boundary Concerns, Dual Relationships, and Administrative Supervision Responsibilities (Part I)

The Texas Administrative Code and ACA Code of Ethics provided guidance for supervisors when dealing with the ethical dilemmas of boundaries and dual relationships. Attendees will analyze case examples from the parallel roles of clinical supervisor and supervisee. Discussion and analysis of codes and rules will contribute to a better understanding of the administrative supervision responsibilities. Handouts will be provided.

Katherine Bacon, Ph.D, LPC-S, NCC
Elsa Soto Legget, Ph.D, LPC-S, RPT-S

University of Houston – Victoria

Texas A&M University-Commerce

(TACES Supervision Training)
(Supervision Option)
(Ethics Option)
[56] Enhancing Multicultural Awareness in Counselors-in-Training: A Strength Based Approach
This session focuses on how student supervisors can bring multicultural awareness and growth to master’s level counselors-in-training. Presenters will share their experiences of working with practicum students to increase their multicultural competency. Using the framework of multicultural competency from Sue and Sue (2012), presenters will provide examples of how student supervisors working in a university clinic that provides free counseling services to the community helped their supervisees enhance their awareness, knowledge, and skills with clients. This session will include case examples and discussion about counseling the culturally diverse.

Reade Dowda, MS
Susan E. Henderson, MA
Chi-Sing Li, PhD, LPC-S, LMFT
Yu-Fen Lin, PhD, LPC
Sam Houston State University
Sam Houston State University
Sam Houston State University
University of North Texas

[57] Infusing Experiential Activities into Your Pedagogical Style
In this interactive session, participants will learn about the rationale for integrating experiential, expressive activities into counselor education and supervision. Three activities specific to social and cultural diversity courses, clinical courses, and clinical supervision will be introduced. Participants will receive handouts of procedures for implementing the activities in their courses, as well as suggestions for adaptations to cater to specific student needs. Additionally, the presenters will facilitate one activity with participants and demonstrate prompts for processing the activities with counselors-in-training.

Kara Hurt, MS, LPC-Intern
Melanie Smith, M.Ed., LPC-Intern
University of North Texas
University of North Texas

**CONTENT SESSIONS**
4:30P.M. - 5:20P.M.

[58] Heterosexism in Counselor Education and Supervision
Both homophobia and heterosexism are examples of problematic dichotomous and hierarchal thinking. The first step toward dismantling heterosexism is learning to deconstruct problematic dichotomous and hierarchical thinking styles/patterns. The second step is to understand that a person’s sexual orientation can only be conceptualized in relation to other identities such as race and gender. The third step is to examine the impact of dominant oppressive discourse on non-heterosexual individuals at the individual, interpersonal, and institutional levels. Participants will learn to conceptualize heterosexism and to address heterosexism using these three steps within a counselor education master’s program.

Lee Kinsey, LPC
Travis Moore
University of North Texas
Southern Methodist University

[59] Families with a Transgender Parent: Implications in Counseling and Supervision
The presentation is designed to provide opportunities for counselors, supervisors, and counselor educators to be more aware of families with a transgender individual through the use of experiential activity, discussion, and information sharing. Along with case scenarios, the presenters will discuss developmental stages, emotions, and needs that family, mainly children and spouse, with a transgender parent may experience. The presenters will also stress important considerations and transgender competencies that may prepare and support counselors and supervisors’ work with this population. In addition, based on the discussed content, practical applications such as treatment ideas for counselors and supervisors will be provided.

Yi-Ju Cheng, M.Ed, LPC-Intern, NCC
Terra Wagner, M.Ed, LPC-Intern
University of North Texas
University of North Texas
[60] Using Diversity Training to Build School Counseling Students’ Professional Identity  BLUEBONNET
Participants will consider school counseling students’ professional identity through the lens of the profession’s cross-cultural competencies and the professionalism dimensions of commitment to working with students, fulfilling appropriate roles, increasing competence, and associating with other professional counselors. Together we will identify strategies used in our university classrooms and programs to help students form and expand their professional identity as cross-culturally competent professional school counselors.

Elias Zambrano, PhD  University of Texas at San Antonio
Patricia Henderson, Ed.D  Texas A&M University-San Antonio

[61] Ethical Issues: Boundary Concerns, Dual Relationships, and Administrative Supervision Responsibilities (Part II)  PECAN A
The Texas Administrative Code and ACA Code of Ethics provided guidance for supervisors when dealing with the ethical dilemmas of boundaries and dual relationships. Attendees will analyze case examples from the parallel roles of clinical supervisor and supervisee. Discussion and analysis of codes and rules will contribute to a better understanding of the administrative supervision responsibilities. Handouts will be provided.

(TACES Supervision Training)  (Supervision Option)  (Ethics Option)

Katherine Bacon, Ph.D., LPC-S, NCC  University of Houston – Victoria
Elsa Soto Leggett, Ph.D, LPC-S, RPT-S  University of Houston – Victoria

[62] Doctoral Supervisors: Motivating a Resistant Supervisee  PECAN B
For some doctorate level supervisors, motivating a resistant supervisee can be puzzling and wearisome. A resistant supervisee is one that tests the boundaries and roles of supervision. This program will utilize Bernard’s Discrimination Model of Supervision to address issues that new doctoral supervisors might encounter with a resistant supervisee. It will discuss techniques and experiential activities that could be utilized to help the supervision relationship grow. The role of the supervisor as the counselor, teacher, and consultant will be defined and applied to maintaining focus on intervention, conceptualization, and personalization with a resistant supervisee.

(Doctoral Student Option)

Heather Quast, MS, LPC Intern  Texas A&M University-Commerce
Kim Carson, M.Ed., LPC  Texas A&M University-Commerce

[63] The Reflecting Team in Supervision  LONGHORN
Our workshop will be experiential; presenters will demonstrate the use of reflecting teams to help counseling interns in a university practicum setting with processing of clinical and supervision topics related to working with marginalized and otherwise different populations. The reflecting team style used is aligned with the style developed by Tom Andersen. Participants will be engaged in reflecting team work and will leave with an understanding of how this training model can be used to supervise interns and provide consultations in different settings; specifically the kind of setting where treatment is provided for families with lower socio-economic status.

(Supervision Option)

Adriana Gil-Wilkerson, MS, LMFT-S  Sam Houston State University
Gina Wilson, LPC-Intern  Sam Houston State University
Chi-Sing Li, PhD, LPC-S, LMFT  Sam Houston State University
Texas Association for Counselor Education and Supervision
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Nick Patras
Derek Robertson
Marcella Stark
Tiffany Stewart
Kate Walker
Angie D. Wilson
Kathy Ybanez-Llorente
On this sheet, list each session that you attended during the conference. Attendees must sign in for each and every session attended within the first 15 minutes of the presentation start time to receive credit for that session. Be sure to initial each entry upon completion of the session. Save this form to verify CEUs for licensing boards. Sign in sheets will be retained by TACES for verification purposes. All content sessions and the general session are eligible for LPC and LMFT continuing education credits. Supervision credit is offered on specific sessions categorized as “Supervision Session/Option.” Ethics credits also offered on specific sessions noted as “Ethics Option.”

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<tr>
<th>Time</th>
<th>Program Title</th>
<th>Name of Presenter(s)</th>
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**THURSDAY, JANUARY 30, 2014**

| 5:30       | -             | 7:00                 |              |                 |            |         |
| 7:00       | -             | 9:00                 |              |                 |            |         |

**FRIDAY, JANUARY 31, 2014**

| 8:00       | -             | 8:50                 |              |                 |            |         |
| 9:00       | -             | 9:50                 |              |                 |            |         |
| 10:00      | -             | 10:50                |              |                 |            |         |
| 11:00      | -             | 11:50                |              |                 |            |         |
| 1:30       | -             | 2:20                 |              |                 |            |         |
| 2:30       | -             | 3:20                 |              |                 |            |         |
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| 4:30       | -             | 5:20                 |              |                 |            |         |

*Total Contact Hours: __________  *Ethics Hours: __________  *Supervision Hours: __________

Signature ________________________________  Date____________________