Texas Association for Counselor Education and Supervision

MidWinter Conference 2016
Austin Holiday Inn MidTown

(Re)Searching for Connection: Bridging the Research and Practice Divide

January 28 – 29, 2016
Austin Holiday Inn MidTown
Austin, Texas
Welcome to the annual Texas Association for Counselor Education and Supervision (TACES) MidWinter Conference: (Re)Searching for Connection: Bridging the Research and Practice Divide. On behalf of the TACES board and conference committee, I hope you enjoy the sessions, innovative research, and networking throughout the conference!

The TACES MidWinter Conference is traditionally a place for educators, students, and supervisors in Texas and surrounding areas to come together and share best practices, new research, and learn about updates and changes that affect us locally as professional counselors and counselor educators in Texas. This year’s theme is a reminder about the importance of research in so many aspects of counseling- evidence based treatments, outcomes assessments, clinical instruments, etc. As counselors, educators, and supervisors we owe it to our clients, students, and our field to not only be producers of research, but to teach our students and supervisees how to use research in practice. ‘Research’ can be a scary word for a masters’ student- I’ve often heard students say they consider themselves lucky that counselors do not need strong math skills, or have to take advanced statistic courses. If we on the front lines of education and supervision take the time to educate counselors-in-training on all of the wonderful things that come from understanding and utilizing research, we can begin to diminish the fear that research is something that only a few select people can understand. Through this we create better counselors and a stronger foundation for the counseling profession.

I am extremely excited about the quality and content of our presentation schedule this year- especially when I saw so many geared towards the conference theme! I couldn’t help but reflect that perhaps this theme hit home for many of our TACES constituency. I believe each of you will find sessions that challenge you, teach you, and inspire you.

Along with our panel discussion on Thursday night and the many great content, poster, and roundtable sessions on Friday, we are excited to have the Texas State Board of Examiners of Professional Counselors with us again for our general session. This seems very timely as the new proposed rules for LPCs was published January 15th and opened to comments for a one month time period. We look forward to hearing the questions and concerns of the TACES membership, as well as the insights of the board members.

Thank you for joining us and enjoy the conference!

Sincerely,

Hope Bell, Ph.D., LPC
TACES MidWinter Conference Coordinator and President-Elect
Assistant Professor
Department of Counseling
University of Texas at San Antonio
TACES Supervision Training = Sessions identified for TACES Supervisor-Track Participants. These sessions also meet requirements for supervision CEUs and most are open to all conference attendees. **Please note that the time allotments are different for these sessions.**

- Doctoral Student Option = Sessions identified for doctoral students.
- Supervision CE = Sessions identified for those seeking supervision CEUs.
- Ethics Option = Sessions identified for those seeking ethics CEUs.
# CONFERENCE PROGRAM OVERVIEW

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<tr>
<th>Thursday, 1/28/2016</th>
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<tr>
<td>5:30PM - 7:00PM – TACES Preconference Supervision Track: Executive &amp; Administrative Tasks and Other Topics</td>
<td>Cedar</td>
</tr>
<tr>
<td>7:00PM - 9:00PM – Application, Ethics, and Implications of Research in Practice in Counselor Education and Supervision: <em>A Panel Discussion</em></td>
<td>Cherry</td>
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<tr>
<td>9:00PM - 10:00PM <em>Welcome Mixer</em></td>
<td>PR Bar</td>
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<tr>
<th>Friday, 1/29/2016</th>
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<tr>
<td><strong>Content Sessions 7:30A.M. - 8:30A.M.</strong></td>
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<td>The Beginner Counselor’s Experience of Transitioning from Academic to Clinical Practice</td>
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<td>Bridging the Gap Between Research and Practice Working with Bisexual Youth and Adolescents</td>
<td>Cypress</td>
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<td>“Do I belong here?” The African American Counselor Education and Supervision Doctoral Student Experience.</td>
<td>PDA3</td>
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<tr>
<td>Counseling the Geriatric Population: Is it Ethical without Proper Training?</td>
<td>Oak</td>
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<tr>
<td>Technological Evolution and Pedagogics in Counselor Preparation and Supervision</td>
<td>Sycamore</td>
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<tr>
<td><strong>8:40A.M. - 9:40A.M.</strong></td>
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<td>Ethics in the Digital Age</td>
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<td>Challenges in Cross Cultural Supervision</td>
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<td>The Evidence Base for Counseling: Does it Exist? If so, How do we Find it?</td>
<td>PDA3</td>
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<tr>
<td>Mastering the Art and Science of Clinical Documentation</td>
<td>Oak</td>
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<tr>
<td>Clinical Practicums and Research: Merging the Two Experiences</td>
<td>Sycamore</td>
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<tr>
<td><strong>9:50A.M. - 10:50A.M.</strong></td>
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<tr>
<td>Wellness-Focused Care for Counselor Educators</td>
<td>Cedar</td>
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<tr>
<td>Fundable Research Initiatives: How the Science of Counseling Empowers Researchers</td>
<td>Cherry</td>
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<tr>
<td>Understanding the Gatekeeper Experiences of Counselor Education and</td>
<td>Cypress</td>
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Supervision Doctoral Students in CACREP Accredited Programs

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<thead>
<tr>
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<tbody>
<tr>
<td>It’s Not You, It’s Me: Researching Factors Influencing Feedback Receptivity among Counseling Students</td>
<td>PDA3</td>
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<tr>
<td>(Re)Embodied Social Justice: an Experiential Approach to Change</td>
<td>Oak</td>
</tr>
<tr>
<td>The Counselor’s Role in Promoting Civil Discourse in the Wake of Recent Gun Violence</td>
<td>Sycamore</td>
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***General Session*** 11:00A.M. - 12:00P.M.

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<tr>
<th>Title</th>
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<tr>
<td><strong>Lunch</strong> 12:00P.M. - 1:20P.M.</td>
<td>Hill Country BC</td>
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Content Sessions 1:30P.M. - 2:30P.M.

<table>
<thead>
<tr>
<th>Title</th>
<th>Location</th>
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<tbody>
<tr>
<td>Creating Research Teams in Counselor Education</td>
<td>Cedar</td>
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<tr>
<td>Wait! What did you say? Counselor Educators’ Experiences with Microaggressions</td>
<td>Cherry</td>
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<tr>
<td>Using the Tree of Life to Teach Narrative Stance</td>
<td>Cypress</td>
</tr>
<tr>
<td>Welcome to Academia: How to Navigate the Academic Job Offer</td>
<td>PDA3</td>
</tr>
<tr>
<td>Sexual Attraction to Client: Lets Initiate the Conversation Before Its Too Late</td>
<td>Oak</td>
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<tr>
<td>Supervising Students Working with Trauma: A Systems Approach</td>
<td>Sycamore</td>
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2:40P.M. - 3:40P.M.

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<thead>
<tr>
<th>Title</th>
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<tbody>
<tr>
<td>Preparing Counselors to Work with Military: Veterans Utilizing Post Traumatic Growth Approaches and Cultural Identity Models</td>
<td>Cedar</td>
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<tr>
<td>Using Cognitive Behavioral Techniques in Supervision for the Prevention of Counselor Burnout</td>
<td>Cypress</td>
</tr>
<tr>
<td>What Now?: A Supervisor’s Guide to Helping “Stuck” Supervisees</td>
<td>Cherry</td>
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<tr>
<td>Counselor Mindfulness and the Promotion of Therapeutic Factors and Session Impact</td>
<td>Sycamore</td>
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3:50P.M. - 4:50P.M.

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<tr>
<th>Title</th>
<th>Location</th>
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<tbody>
<tr>
<td>The Effectiveness of Individual and Group Child-Centered Play Therapy: Impact on Empathy, Self-Regulation, and Social Competence</td>
<td>Cedar</td>
</tr>
<tr>
<td>Experiential Supervision Techniques for Counselor Educators and Supervisors</td>
<td>Cherry</td>
</tr>
<tr>
<td>Building on the Basics: Guiding Clinicians-in-Training Towards a Thoughtful Theoretical Orientation</td>
<td>Cypress</td>
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5:00P.M. - 6:00P.M.
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<thead>
<tr>
<th>Session Title</th>
<th>Room</th>
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<tbody>
<tr>
<td>Use Social Media and Video for Professional Advocacy in Counseling</td>
<td>Cedar</td>
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<tr>
<td>Ethical Considerations For Counselors, Counselor Educators, and Clinical Supervisors In Sharing Lived Experience With The Individuals We Serve</td>
<td>Cypress</td>
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<tr>
<td>Strategies for Engaging Parents in Child Therapy</td>
<td>Sycamore</td>
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<tr>
<td>Ethics and Technology: Bridging Technological Gap While Teaching Millennials to be Responsible</td>
<td>Oak</td>
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**TACES Presents Sessions**

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<tr>
<th>Time</th>
<th>Session Title</th>
<th>Room</th>
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<tbody>
<tr>
<td>7:30A.M. - 8:50A.M.</td>
<td>TACES Presents: Which Hat Should I Wear? Ethical Supervisors and Their Many Hats</td>
<td>Pecan</td>
</tr>
<tr>
<td>9:00A.M. - 10:20A.M.</td>
<td>TACES Presents: LPC Rules and Beyond</td>
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<tr>
<td>1:30P.M. - 3:30P.M.</td>
<td>TACES Presents: Crossing the Bridge to Understanding Counselor Supervision: Ethical, Legal, and Professional Issues in Dual Relationships, Boundaries, &amp; Administrative Supervision Responsibilities Part 1 &amp; 2</td>
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</tr>
<tr>
<td>3:50P.M. - 5:50P.M.</td>
<td>TACES Presents: Using an Ethical Decision Making Model in Supervision</td>
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**Poster Sessions - 8:30A.M. - 9:30A.M.**

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<thead>
<tr>
<th>Poster Session</th>
<th>Room</th>
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<tr>
<td>Military Children Resilience: Implications for School Counselors</td>
<td>Elm</td>
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<tr>
<td>Designing a Mindfulness-Based Eating Disorder Prevention Program for Preteens</td>
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<td>Developing Multi-Culturally Competent Counselors using a Holistic Wellness Model and Transgender Competencies</td>
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<tr>
<td>Counseling and Advocating for Undocumented Clients</td>
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<td>Are they ready? PSC candidates in South Texas and the LGBTQQA community.</td>
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<tr>
<td>Birds Eye View on Non Suicidal Self Injury</td>
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<td>Exploring the experience of non-offending fathers with children who survived sexual abuse</td>
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<td>Know Thy Self: Self-identity and the role it plays with African American students</td>
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**9:45A.M. - 10:45A.M.**

<table>
<thead>
<tr>
<th>Session Title</th>
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<tbody>
<tr>
<td>Teaching Counseling Research to Culturally Diverse Students: Results of an Action Research Study</td>
<td>Elm</td>
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<tr>
<td>Feeling Anxious? Express Yourself Mindfully!</td>
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<tr>
<td>Post Hospitalization: Therapeutic Alliance and Ruptures, Does it Matter?</td>
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<td>Session Title</td>
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<tr>
<td>Five Practical Methods to Bridging the Researcher-Practitioner Divide</td>
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<td>Finding Hope: Building &amp; Assessing a Strong Therapeutic Relationship</td>
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<td>Teaching Diversity and Cultural Awareness: Keeping it 100</td>
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<td>Becoming a Helper: The Journey of International Students as Developing Counselors</td>
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<td>Discussing Death: Creative Approaches in Supervision for Supervisees Working with Clients During End of Life</td>
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<tr>
<td>Supervision of Counselors Working with Latino Families: A Relational Cultural Framework</td>
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**Roundtables 2:40P.M. - 3:40P.M.**

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<tr>
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<tr>
<td>CES Training Variance: Should Uniformity be the Profession’s Future?</td>
<td>Elm</td>
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<tr>
<td>Navigating the Faculty Job Search and Networking: A Roundtable Discussion for Counseling Doctoral Students</td>
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<tr>
<td>Bridging the Counseling Research Practice Gap: A Relational Approach</td>
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<tr>
<td>Developing and Maintaining an Effective Campus-Based Counselor Training Clinic.</td>
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<tr>
<td>WIN-ing Together: Women’s Interest Network Meet-and-Greet and Collaborative Discussion</td>
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**3:50P.M. - 4:50P.M.**

<table>
<thead>
<tr>
<th>Session Title</th>
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<tbody>
<tr>
<td>Navigating Emotional Challenges of Gatekeeping</td>
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<tr>
<td>Texas New Faculty Interest Network (NFIN): Adjusting to your new role as a counselor educator</td>
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<td>Advocating for Mental Health Services in Prisons: Calling the Counseling Profession to Action</td>
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<td>Homogeneity in Counselor Education: The Need for Students of Color in Counseling Programs</td>
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<tr>
<td>Supporting and Encouraging Supervisees Development in Working with Underserved Populations</td>
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<tr>
<td>What's Missing from Research: Counselor Educator and Student Experiences with Qualitative and Quantitative Research</td>
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5:30 P.M. - 7:00 P.M.

Executive & Administrative Tasks and Other Topics
(A Pre-Conference Presentation for TACES Supervisor-Track Participants ONLY)
ROOM: CEDAR
This session is only for the supervision track participants. This session will cover participant’s questions about supervision (thus far); it will also cover the supervision contract. Leaders will discuss with participants the creation of their contract. Participants will also role-play with an "intern" so they became comfortable speaking about the different components of the contract.
(TACES Supervision Training)
(Supervision CE)
(Ethics CE)

Gail K. Roaten, Ph.D., LPC-S

7:00 P.M. - 9:00 P.M.

Application, Ethics, and Implications of Research in Practice in Counselor Education and Supervision: A Panel Discussion
(A Pre-Conference Presentation)
ROOM: CHERRY
A panel of experts in counselor education and supervision will convene to address your questions related to applying research to practice in counseling, instructing and supervising students in applying research, and ethics in counseling, counselor supervision, and counselor education.
(TACES Supervision Training)
(Supervision CE)
(Ethics CE)

Facilitated by: Dr. Lorraine Dinkel
Panel Members: Drs. Allison Pow, Steven Lenz, Haley Stulmaker, & Elizabeth Prosek

9:00 P.M. - 10:00 P.M.

WELCOME MIXER

TACES Sponsored Mixer
PR BAR
Come join members of TACES at the Holiday Inn MidTown bar for light bites and networking.
**Content Sessions**

Friday, January 29, 2016

7:30 A.M. – 8:30 A.M.

[1] The Beginner Counselor's Experience of Transitioning from Academic to Clinical Practice  
CEDAR  
A qualitative study examined the struggles and overall experiences of counseling students as they transitioned from academic coursework to clinical practice. This presentation will identify specific barriers to effective counseling and allow students, supervisors, counselor educators, and policymakers to promote counselor development. Strategies will also be presented to reduce or eliminate those barriers as counseling students' transition from clinical practice.

Chance Quoc D Tran, M.A., LPC, NCC, Sam Houston State University  
Richard Henriksen Jr., Ph.D., LPC-S, NCC, Sam Houston State University

CHERRY  
In the midst of the evidence-based research movement, master’s level practitioners may feel lost regarding how to implement research findings into their clinical practice. Evidence-based practices include a combination of the counselor’s experience, client’s unique factors, and the research. This presentation will be geared towards helping counselor educators and supervisors train their students to integrate research information in clinically useful ways, following in line with evidence-based practices. The presenters will discuss their own strategies for teaching research concepts.

(Supervision CE)

Hayley L. Stulmaker, Ph.D., LPC, NCC, RPT, Sam Houston State University  
Jasandra Oeffinger M.A., LPC-Intern, Sam Houston State University

[3] Bridging the Gap Between Research and Practice Working with Bisexual Youth and Adolescents  
CYPRESS  
Little research exists regarding effective counseling practice with Bisexual youth and adolescents. This presentation focuses on definition of Bisexuality, the CASS Identity Model, and techniques and strategies considered best practices for working with Bisexual youth and adolescents.

Gail Roaten Ph.D., LPC-S, CSC  
Rebecca (Beck) A. Munsey Ph.D., NCC, LPC-S

PDA3  
This presentation will highlight experiences of three 1st year African American students currently in CACREP accredited counselor education and supervision doctoral programs from three different universities. The presentation will provide an opportunity for attendees to gain insight about the African American student experience, challenges they are confronted with, and suggestions to assist in working with this population.

Justyn D. Smith, M.S., LPC-Intern, NCC, Sam Houston State University  
Ashley N. Scott, M.S., LPC, Ohio University  
Dominique D. Burns, M.S., NCC, University of Toledo

OAK  
Researchers argue mental health professionals working with the geriatric population lack education and training to provide effective counseling. More than 1/3 of this population struggles with mental health issues and these
people are not receiving appropriate care. Is it ethical to provide counseling to this population without proper training? This presentation aims to inform counselors on effective treatments for working with the geriatric population, important ethical issues, and areas of future research needed for education and counseling fields regarding work with this special population.

Whitney Humphrey, M.A., LMFT-Associate, The University of Texas at San Antonio

SYCAMORE Advances in communication technology have dramatically changed opportunities for counselors and supervisors. In order to evolve your practice into an area a majority of counselor are afraid to tread, this program will help push your limits on what you feel is possible by engaging in the next FORCE of counseling. Using diversity and multicultural theories, this program will discuss, in a lively and forward thinking way, engaging diverse generations of students and interns. A course outline for “Technology in Counseling” will be shared. Come explore the possibilities!
(Supervision CE)

Charles Crews, Ph.D., LPC-S, CSC-NM, Texas Tech University
Janet Froeschle-Hicks, Ph.D., LPC, CSC, Texas Tech University

**POSTER SESSIONS**

8:30 A.M. –9:30 A.M.

ELM

Military children experience numerous stressors throughout their life. Certain factors protect the children’s well-being by promoting resiliency while others hinder their ability to bounce back. School counselors who have military children in their schools need to be aware of military family life stressors in order to support the stakeholders in effectively empowering this population while also advocating for military children. This program is intended to explore the culture of being a military child, stressors specific to this population, and counseling programming elements school counselors

Nicole M. Arcuri, Ph.D., ACS, LPC, NCC, DCC, SAC

[8] Designing a Mindfulness-Based Eating Disorder Prevention Program for Preteens
The purpose of this poster session is to discuss a mindfulness-based eating disorder (ED) prevention program for preteen girls. This program was created after reviewing existing prevention programs, studies on mindfulness and yoga as interventions for individuals with EDs, and information on risk and protective factors that affect the likelihood of developing an ED later in life. As a result of attending, participants will learn about the development of EDs in 21st century girls and strategies for incorporating mindfulness and other holistic health practices into ED treatment and prevention.

Samantha L. Klassen, M.S., NCC, LPC-Intern, Texas A&M University - Corpus Christi

[9] Developing Multi-Culturally Competent Counselors using a Holistic Wellness Model and Transgender Competencies
This poster presents a conceptual model designed to assist students in holistically conceptualizing clients and developing multicultural competencies utilizing the Indivisible Self Wellness Model (Myers & Sweeney, 2008) and the ACA Transgender Competencies (2010). By incorporating all aspects of the self, with cultural, social and relational factors the model presented provides a more holistic and complete method of framing issues, concerns
and influencers from both the client’s, the counselors, and the larger societal perspective.

Joseph Avera, M.A., MBA, NCC, The University of Texas at San Antonio
Stacy Speedlin, Ph.D., LCDC, The University of Texas at San Antonio
Sarah Gonzalez, The University of Texas at San Antonio
Chelsea Conaway, The University of Texas at San Antonio
Jessica Sattler, The University of Texas at San Antonio

[10] Counseling and Advocating for Undocumented Clients
As the 2016 presidential elections begin, the controversial issue of immigration is repeatedly mentioned. As social justice advocates, counselors must be aware of the problems presented by clients who are undocumented in order to serve them in a counseling relationship and to also support their voice which is often misrepresented. This poster session will serve to inform counselor educators and supervisors about the issues this population encounters before, during, and after their journey. In addition, participants will leave with community and governmental aid information that serves the pop

Nancy Castellon, B.A., University of Houston–Clear Lake
Angelica M. Tello, Ph.D., LPC, NCC, University of Houston–Clear Lake

Participants will discover the results of a pilot study initiated to determine if there are multicultural competency deficiencies present regarding the LGBTQQA community before and after the completion of one multicultural diversity course. Awareness of the risks present for children and youth of the LGBTQQA community will be identified and the need for increased awareness of skills will be provided. Further implications and discussion on a sexual orientation and gender identity workshop to be created will be included.

Lorraine M. Dinkel, Ph.D., LPC, Texas A&M International University
Angeles Coss, Texas A&M International University

[12] Birds Eye View on Non Suicidal Self Injury
This presentation will focus on bridging the research and practice divide on effective interventions for adolescents engaged in NSSI. Needs of adolescents on the journey to recovery are identified, as well as the impact of stigma on accepting support. The purpose of this presentation is twofold: (1) to identify successful coping mechanisms for adolescents who self injure and (2) to provide useful resources to support these individuals at home and through community programs and schools. Finally, integrating resources regarding effective recovery interventions that will aid in increased support.

Jarryn Robinson, LAMFT, The University of Texas San Antonio
Cristina Creevan, MA, The University of Texas at San Antonio

[13] Exploring the Experience of Non-Offending Fathers with Children Who Survived Sexual Abuse
Childhood sexual abuse (CSA) has an impact on the primary survivor as well as on their non-offending parents. Researchers show evidence that non-offending fathers play an integral role in the outcome of CSA. However, little is known about non-offending fathers’ own experiences with a child who survived CSA. As such, the presenters will bring awareness to non-offending fathers with children who survived CSA. Attendees will gain knowledge about the benefits of family counseling when treating survivors of CSA, and discuss strategies that may attract the non-offending fathers into treatment.

Marina Vladimir, M.S. The University of Texas San Antonio
Mercedes Ingram, MA, MS, NCC, LPC-Intern (supervised by Christie Melanson, PhD, LPC-S), The University of Texas at San Antonio
Join us for an engaging and interactive discussion about the relationship between self-identity among African Americans and their academic and professional success. We will discuss the research and the practical implications for counselor educators and African American students. Specific tips, success tools and handouts will be provided as we strategize for student success.

Andrea T.J. Ross, M.A., LPC, Sam Houston State University
Angela M. Powell, M.A., LPC-S, Sam Houston State University
Richard Henriksen, Ph.D., LPC-S, Sam Houston State University

**CONTENT SESSIONS**
8:40 A.M. - 9:40 A.M.

[CEDAR]

[15] Ethics in the Digital Age
This presentation will address the current ACA ethical code and how advancements in technology impact ethics in counseling, teaching, and supervision. The presentation will specifically focus on issues of social media and professional conduct.

Danielle F. Marks, M.Ed., M.S.Ed., LPC-Intern, Sam Houston State University
Justyn D. Smith M.S., LPC-Intern, Sam Houston State University

[CHERRY]

[16] Multicultural Counseling Class: Student’s Reactions, Thoughts, and Ideas Using the Critical Incident Questionnaire
CACREP requires that counseling programs teach multicultural courses (CACREP, 2016). The presenters will discuss a study that consisted of 36 counseling students who provided feedback on their reactions to specific multicultural class discussions and assignments and the impact of the professor’s teaching on their learning experience. Attendees will learn: (1) innovative techniques for student reflection of multicultural content; (2) creative techniques of instructor impact, including use of the CIQ; & (3) integration of various viewpoints of current events relating to multiculturalism.

Dr. Karen Linstrum, Ph.D., LPC, East Texas Baptist University
LaShondra Manning, M.A., LPC-S, NCC, East Texas Baptist University

[CYPRESS]

[17] Challenges in Cross Cultural Supervision
The presentation would examine the challenges of cross-cultural supervision. The presenter would explain what cross-cultural supervision is and different scenario when either the supervisor or the supervisee is from different cultural groups. Often, it is seen among ethnic minority supervisors that they find themselves being the focus of the supervisee’s racial misconceptions or antagonisms and later trying to expend energy trying to avoid feelings and emotions related to the situation. The audience would learn about supervisory relationships in cross-cultural supervision.

(Supervision CE)

Debolina Ghosh, Ph.D., M.A., MSW

[PDA3]

[18] The Evidence Base for Counseling: Does it Exist? If so, How do we Find it?
Recognizing the importance of facilitating research-informed practice in counselor education preparation, the presenters aim to paint a picture of the current state of evidence-based practice and research in counseling. The goals of this presentation are to inform counselors and counselor educators about the evidence-base for counseling and demonstrate how counseling professionals can gain access to evidence-based resources in order to become more well-informed and collaborative consumers and producers of counseling research.

Learning clinical documentation is a critical task for students and interns. This session provides counselor educators and supervisors with practical tips for teaching best practices in clinical documentation while promoting their cognitive development. We will cover the integration of Bloom’s Taxonomy of Educational Objectives in clinical supervision, DSM-5 and the medical model, third party payers, ethical and NCQA standards, pros and cons of sample forms, practice exercises with video clips, and other tools to facilitate professionalism and efficiency in clinical documentation.

(Supervision CE)

Kerin Groves, M.S., LPC-S, NCC, CCMHC, Texas A&M University-Commerce

[20] Clinical Practicums and Research: Merging the Two Experiences

There seems to be discontinuity between the research knowledge and practical applications. Within counseling training (both at the master’s and doctoral level), students are required to participate in clinical practicum coursework and didactic research classes. From a training perspective, this seems like a unique opportunity to combine the two forces. In this roundtable, the presenter will facilitate a discussion regarding how to incorporate outcome research into clinical practicum coursework. The presenter will outline her ideas for combining clinical practicum courses with outcome research.

Hayley L. Stulmaker, Ph.D., LPC, NCC, RPT, Sam Houston State University

**POSTER SESSIONS**

9:45 A.M. - 10:45 A.M.

[21] Teaching Counseling Research to Culturally Diverse Students: Results of an Action Research Study

The 2016 CACREP Standards set clear parameters in that the focus of research course work should mainly be counseling focused. The aim of this poster presentation is describing the utilization of Action Research in counseling classrooms. The goal is to better serve diverse students’ learning needs in general and counseling research course work specifically. Diverse adult learners needs from an andragogic perspective is also addressed.

Sabina Remmers de Vries, Ph.D., LPC, NCC, Texas A&M University - San Antonio
Tracy Calley, Ph.D., Texas State University

[22] Feeling Anxious? Express Yourself Mindfully!

Join us to reduce your stress and anxiety by expressing yourself mindfully! Empirical evidence regarding the effectiveness of mindfulness-based expressive arts interventions with children that can help reduce anxiety will be presented. This program also provides the opportunity to engage with the interventions and in collaborative discussion. An important outcome of this presentation will be how counselors and counselor-educators can advocate for the importance of using age-appropriate therapeutic interventions with children and adolescents.

Lorraine M. Dinkel, Ph.D., LPC, Texas A&M International University
Anya Lainas, PhD, LPC, NCC, Texas A&M International University
Lourdes Ornelas, Texas A&M International University
Alma Vela Mancillas, Texas A&M International University

[23] Post Hospitalization: Therapeutic Alliance and Ruptures, Does it Matter?
Therapeutic alliance has been determined to be an indicator in predicting outcomes in therapy. Alliance ruptures have also been identified to be paramount in determining retention in therapy. These two constructs are intertwined and seen throughout the process. Individuals with mental diagnosis are more likely to have alliance ruptures in therapy and be admitted to a psychiatric facility. Little research has been conducted to focus on the client's experiences of the therapeutic alliance post hospitalization.

Eric Washington M.A., LPC-Intern, St. Mary's University

[24] Five Practical Methods to Bridging the Researcher-Practitioner Divide
This poster presentation offers five practical methods to help bridge the researcher-practitioner divide: (a) publish research in practitioner focused and accessed journals; (b) research should be specific, contextualized, and provide prescriptions for practice; (c) research should focus on standards of plausibility and utility versus validity and reliability; (d) the role of a bilingual researcher should be embodied (an individual who is able to speak the language of both practitioner and researcher); and (e) researchers should stick to the principle of parsimony when reporting.

Michael K. Schmit, M.A., LPC, Doctoral Candidate, Texas A&M University-Corpus Christi
Karisse A. Callender, MS, LPC, Doctoral Student, Texas A&M University-Corpus Christi
Abdulkadir Haktanir, M.Ed., Doctoral Student, Texas A&M University-Corpus Christi
Erika L. Schmit, Ph.D., LPC, Assistant Professor, Texas A&M University-Commerce

The common factors in counseling have strong empirical support in what makes therapy work. The philosophical foundation of the Collaborative Language System (CLS) and its practice in therapy has some very similar emphasizes as common factors. However, the CLS approach in counseling has not been equally emphasized on quantitative inquiry in research compare to the common factors. In this presentation, we will discuss similar characteristics between the two. We will also explore various assessments that were used in the common factor researches and how they could be used in the CLS approach.

Victoria Yu Liu M.A., LPC-Intern, NCC, Sam Houston State University
Amanda La Guardia, Ph.D., LPC-S, NCC, Sam Houston State University

[26] Teaching Diversity and Cultural Awareness: Keeping it 100
Based on their collective experiences teaching courses related to cultural awareness an diversity, the presenters will offer research-based pedagogies and case examples of teaching diversity and cultural awareness. Attendees will be able to identify gaps between multicultural teaching research and practical teaching experiences. Participants will be able to identify and discuss how to incorporate cultural sensitive teaching practices.

Tiffany L. Otting, M.S., LPC, NCC, University of North Texas
Terra Wagner, Ph.D., LPC, University of North Texas
LaKaavia Taylor, M.Ed., LPC-Intern, NCC, University of North Texas

[27] Becoming a Helper: The Journey of International Students as Developing Counselors
With the increasing number of international students in The United States, there is also a growing number of international students in counseling programs. Accordingly, it is essential for counselor educators to be familiar with the unique issues and needs of these students throughout their professional development. This session is designed to help counselors and educators understand the challenges of international counseling students and to offer a culturally-sensitive supervision model for international students training to become counselors.
[28] Discussing Death: Creative Approaches in Supervision for Supervisees Working with Clients During End of Life
This poster presentation focuses on how to engage supervisees working with clients during end of life in discussions that promote self-awareness around life and death, and increase death competence. Attendees will learn about creative strategies to help address effects of end of life care in supervisees and facilitate sensitive discussions surrounding death. Handouts will be provided.

Ashley Prado, M.A., NCC, LPC-Intern, The University of Texas at San Antonio

[29] Supervision of Counselors Working with Latino Families: A Relational Cultural Framework
The collectivistic Latino culture is characterized by the importance of relationships, the centrality of family, and a desire to connect with others. Based on Latino cultural norms, the family system may look different from that of the majority culture. This poster presentation aims to communicate current research related to the use of Relational Cultural Theory (RCT) when counseling Latino families. The presenters also hope to promote awareness within the clinical supervision field regarding the use of RCT as a framework to facilitate supervisee learning related to Latino family dynamics.

Stacy Perez Waterman, M.A., NCC, LCDC, LPC-Intern, The University of Texas at San Antonio

**CONTENT SESSIONS**
9:50 A.M. - 10:50 A.M.

[30] Wellness-Focused Care for Counselor Educators  CEDAR
Counselor educators are charged with the task of creating competent mental health professionals while modeling healthy behaviors. Attendees will be provided results from a study of 162 counselor educators examining wellness. Differences in wellness between tenured track and core faculty/contract educators will be discussed as well as the effect on Total Wellness, Creative Self, Essential Self, and Social Self. Recommendations will be provided for educators to improve their own wellness-focused care in their daily practices.

Heather Hahn, Ph.D., LPC-S, Tarleton State University
Melissa Gaa, Ph.D., LPC-Intern, Tarleton State University

[31] Fundable Research Initiatives: How the Science of Counseling Empowers Researchers  CHERRY
In an age of accountability, counselors and counselor educators must engage in scientific research. We argue that advances in counseling research now qualify counseling as a science and lend support for classification as a STEM area. By approaching counseling research from a STEM perspective (Science, Technology, Engineering, Math), researchers have more opportunities to fund their projects, a critical component to sustainability in the profession. This program will provide strategies for developing STEM based counseling research and examples of current STEM funded research.
(Doctoral Student Option)

Carl S. Sheperis, Ph.D., NCC, CCMHC, MAC ACS, LPC-S, Lamar University
Donna S. Sheperis, Ph.D., LPC, CCMHC, ACS, Lamar University
[32] Understanding the Gatekeeper Experiences of Counselor Education and Supervision Doctoral Students in CACREP Accredited Programs

Shawna Corley, M.A., NCC, LPC-Intern, The University of Texas at San Antonio
Noel Blessing, The University of Texas at San Antonio
Genesis Moya, The University of Texas at San Antonio
Jessica Lloyd-Hazlett, Ph.D., LPC, LMFT, NCC, The University of Texas at San Antonio

Gatekeeping is a professional ethical responsibility of counselor educators, supervisors, and practitioners (ACA, 2014). Doctoral-level counselor education and supervision students are concurrently engaged in their own coursework and serving as leaders and supervisors. Consequently, multiple relationships create potential ethical dilemmas and unique gatekeeping contexts for doctoral students. This presentation will substantiate the need for greater understanding of doctoral students’ experiences as gatekeepers, as well as summarize preliminary results of an original phenomenological study.

[33] It's Not You, It's Me: Researching Factors Influencing Feedback Receptivity among Counseling Students

Norèal Armstrong, Ph.D., LPC-S, LCDC, The University of Texas at San Antonio
Stacy Speedlin, Ph.D., LCDC, LPC-Intern, The University of Texas at San Antonio

Many factors can influence feedback receptivity among counseling students. It's Not You, It's Me will address the steps, specific factors tested, and the results of a research study conducted to learn what factors may influence feedback receptivity among Practicum and Internship counseling students. The study was conducted to inform the practice of doctoral student supervisors working with Practicum students who had varying levels of feedback receptivity.

[34] (Re)Embodied Social Justice: An Experiential Approach to Change

Ray Wooten Ph.D., LPC-S, St. Mary’s University
Christi Myers, M.A., LPC-Intern, St. Mary's University
Catherine Wooten, M.A., LPC-Intern, St. Mary's University
Elizabeth A. Owens, M.A., LPC-Intern, St. Mary's University

A (Re)embodied social justice approach provides a critical perspective of the diverse challenges faced by clients. Various techniques and exercises help clients move beyond unjust and unsustainable forms of embodied oppression. This session will experientially explore how the body is the foundation of personal knowledge, agency, power, and creative expression.

[35] The Counselor's Role in Promoting Civil Discourse in the Wake of Recent Gun Violence

Derek Robertson Ph.D., LPC, The University of Texas at San Antonio
Allison Marsh Pow Ph.D., The University of Texas at San Antonio
David Hunt, M.A., The University of Texas at San Antonio

What responsibilities do counselors bear in promoting effective, civil discourse on highly charged social issues? Counselors are well placed to raise awareness in students, clients, and supervisees as to how manipulation through social media occurs. In this session, presenters will apply moral development theory to expand and deepen awareness of the interplay of social media and moral withdrawal as well as potential methods to promote perspective taking and effective civil discourse.
**GENERAL SESSION**
11:00 A.M. - 12:00 P.M.
HILL COUNTRY A

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 and updates on supervision requirements.

(TACES Supervision Training)
(Supervision CE)
(Ethics CE)

~ LUNCH ~
12:00 P.M. - 1:20 P.M.
HILL COUNTRY BC

Opening Comments
TACES Awards and Business Meeting

**CONTENT SESSIONS**
1:30 P.M. - 2:30 P.M.

[36] Creating Research Teams in Counselor Education

Counselor educators are challenged to cultivate positive research opportunities for students. In this session, presenters provide a guide for creating a research team for students that fosters a productive and meaningful experience. ACES research mentorship best practices are applied to a research team model used at the University of North Texas. Student and faculty members from the research team describe their experiences and answer questions from attendees on how to develop and conduct research with a team of counseling students. Attendees receive helpful materials associated with team development. ACA (2014) Code of Ethics covered include G.1.a., G.1.f., G.2.a., and G.4.a.
(Ethics CE)

Elizabeth A. Prosek, Ph.D., University of North Texas
Cynthia M. Bevly, M.S., LPC-Intern, University of North Texas
Elliott S. Woehler, M.S., University of North Texas
Sahar Loseu, M.S., LPC-Intern, University of North Texas
Molly Callahan, University of North Texas
Julia Stanman, University of North Texas

[37] Wait! What did you say? Counselor Educators’ Experiences with Microaggressions

The presenters will provide results from a qualitative study of counselor educators’ experiences with microaggressions. Information will be provided about microaggressions and how they occur in the context of counselor education and supervision. It is important for counselors, counselor educators, supervisors, and students to increase their awareness, knowledge, and skills related to microaggressions in order to help them work
more effectively in academic and clinical settings.

Janeé R. Avent, Ph.D., LPCA, NCC, ACS, The University of Texas at San Antonio
Heather Trepal, Ph.D., LPC-S, The University of Texas at San Antonio
Ashley Prado, M.A., NCC, LPC-Intern, The University of Texas at San Antonio
Jarryn Robinson, LAMFT, The University of Texas at San Antonio

[38] Using the Tree of Life to Teach Narrative Stance
This primarily experiential session will illustrate the use of the Tree of Life exercise as a teaching and supervision tool that can help students and supervisees understand narrative philosophical underpinnings and therapeutic stance. Participants will have deeper understanding of the philosophical nature of narrative therapy/collaboration; will be able to utilize the Tree of Life exercise in their teaching, supervision, and/or practice; and will gain deeper understanding of their own multiple contexts and rich personal narratives.

Marvarene Oliver, Ed.D., LPC-S, LMFT-S, Texas A&M University- Corpus Christi
Adriana Dyurich, M.S., LPC-Intern, Texas A&M University- Corpus Christi

[39] Welcome to Academia: How to Navigate the Academic Job Offer
Gaining knowledge about the world of academia and negotiating the best contract for you is critical to a good start as a counselor educator. Being active in the negotiation process can lead to greater benefits and income over the lifetime of your career at the university. This process begins long before you accept an academic position and a plan of action is needed to prepare you for this process. This presentation will provide education about salaries, benefits, negotiation strategies, and expectations to help you prepare for your future academic position.

(Doctoral Student Option)

Wayne D. Smith, Ph.D., LPC
Kristopher Garza, Ph.D., LPC

[40] Sexual Attraction to Clients: Lets Initiate the Conversation Before Its Too Late
This program aims to provide participants with insight on different approaches to help supervisors, counselor educators, counselors and counselor interns effectively avoid boundary crossing and boundary violation in the face of sexual attraction by a counselor and by a client in the counseling process. The benefits of initiating early conversations will be explored based on research findings and personal experiences as a clinical supervisor. Participant will come away with a deeper understanding of sexual attraction in the counseling process & the benefits of proactive early conversations.

Enobong J. Inyang, Ph.D., LPC-S, NCC, TriaCare MHCP, Texas A&M University

[41] Supervising Students Working with Trauma: A Systems Approach
Counselor trainees may be particularly vulnerable to vicarious trauma. The supervisory relationship is pivotal to successful identification and management of vicarious trauma (Sommer, 2008). Presenters will share research on the role of supervision in addressing vicarious trauma and discuss implications and benefits of using a systems-based approach to supervision of trauma issues. Attendees will gain knowledge about multi-layered impact of client trauma as well as core tenets of a systems approach in supervision, and learn to apply this model in discussing and addressing vicarious trauma.

(Supervision CE)

Marina Vladimir, M.S., The University of Texas at San Antonio
Allison Marsh Pow, Ph.D., LPC, NCC, The University of Texas at San Antonio
**CONTENT SESSIONS**
2:40 P.M. - 3:40 P.M.

[42] Preparing Counselors to Work with Military: Veterans Utilizing Post Traumatic Growth Approaches and Cultural Identity Models
CEDAR
Most of us have witnessed the surging interest in veterans’ mental health issues over the past several years. Much of this movement has focused on Post Traumatic Stress Disorder (PTSD) and an attempt to educate the mental health profession on military culture. While this focus is well intentioned, it has the potential to promote stereotypes and biases against military veterans. This presentation will discuss the importance of Post Traumatic Growth (PTG) and how cultural identity and humanistic approaches can be used to promote a more holistic approach to counseling veterans.

Paul A. Carrola, Ph.D., LPC-S, University of Texas at El Paso

CYPRESS
The presentation will focus on introducing five cognitive behavioral techniques that can be implemented in the supervision process to help the supervisee be aware of the potential of counselor burnout, work on managing the anxiety and stress that comes with counseling, and learn skills necessary to prevent counselor burnout.

(Supervision CE)

Samantha Airhart-Larraga, M.A., LPC-S, LCDC, NCC, The University of Texas at San Antonio

[44] Counselor Mindfulness and the Promotion of Therapeutic Factors and Session Impact
SYCAMORE
Mindfulness training is emerging as an adjunct method for enhancing counselor empathy and the therapeutic relationship. Attendees will learn about the latest mindfulness research from counseling, supervision, and neuroscience as well as results from a study of the relationship between mindfulness and session depth and client-rated empathy among 53 counselor-client pairs. Participants will be invited to discuss the utilization of mindfulness training in counselor education and mindfulness exercises for the classroom will be shared.

Cheryl L. Fulton, MBA, Ph.D., LPC, Texas State University

CHERRY
A supervisor’s job is frequently to serve as a bridge between the ivory tower of academia and the trenches of clinical practice. Supervisees frequently come to supervision with a feeling of being stuck with a client. This may stem from counter-transference issues; clients that are difficult for even seasoned clinicians, or a lack of experience in working with a specific population. Participants will be provided with an overview of how supervision models apply to this topic; specific signs that supervisees are stuck, and strategies to address this with supervisees.

(Supervision CE)

Ryan Holliman, Ph.D., LPC-S, RPT / Texas Woman's University

**ROUNDTABLES**
2:40 P.M. - 3:40 P.M.

ELM

[46] CES Training Variance: Should Uniformity be the Profession’s Future?
How do CES doctoral interns identify themselves as students while also co-teaching and co-supervising master’s level students under the supervision of CES faculty members? CES program supervisors have different
responsibilities for their interns, creating role confusion for doctoral students. CES faculty members' feedback to doctoral students prepares them for the professoriate, but a lack of confidence is reported among graduated CES doctoral students. Practices that best support the needs of interns to prepare graduates for professoriate are explored.

Nicole M. Arcuri, Ph.D., ACS, LPC, NCC, DCC, SAC
Jeri Ellis, Ed.D., LPC, NCC
Tarmen Stiaway, M.S., LPC, NCC

[47] Navigating the Faculty Job Search and Networking: A Roundtable Discussion for Counseling Doctoral Students
Embarking on a faculty job search can be a terrifying and confusing process that fills many candidates with fear, anxiety, and frustration. Job searching doctoral students have many questions about the strange and sometimes obscured process of securing a full or part-time faculty position and developing an effective professional presence. This interactive roundtable with two new assistant professors and one doctoral candidate will address questions and provide tips and strategies for job searching, networking, and developing a counselor educator presence toward securing a faculty position.

(Doctoral Student Session)

Kevin C. Snow, Ph.D., M.A., NCC, ACS, Texas A&M University-Commerce
Erika L. Schmit, Ph.D., LPC, Texas A&M University-Commerce
Michael K. Schmit, M.A., LPC, Texas A&M University- Corpus Christi

[48] Bridging the Counseling Research Practice Gap: A Relational Approach
Counseling research is essential for professional identity and advancement of the counseling field (Black & Helm, 2010). However, there is a gap present among practicing counselors and research productivity, referred to as the research-practice gap (McLeod, 1999). A roundtable discussion will address barriers to practitioner research and strategies to promote master’s level counselor research identity utilizing Relational-Cultural Theory and Developmental Relational Counseling model in supervision.

Summer Allen, M.Ed., NCC, The University of Texas at San Antonio
Hannah Cornelius, M.A., The University of Texas at San Antonio

[49] Developing and Maintaining an Effective Campus-Based Counselor Training Clinic
This roundtable will provide a collaborative forum for developing strategies to address the challenges associated with on-campus counselor training clinics. The primary points for discussion will be defining the training clinic’s primary purpose, establishing clinic guidelines and practices, and identifying effective solutions for meeting the training needs of students while working in conjunction with departmental goals and university structure.

Amy Wilson M.S., M.A., LPC-S, The University of Texas at Tyler
Christine McNichols Ph.D., LPC-S, NCC, The University of Texas at Tyler

[50] WIN-ing Together: Women’s Interest Network Meet-and-Greet and Collaborative Discussion
The Women’s Interest Network (WIN) is a professional network purposed to promote visibility, wellbeing, and opportunities for women in counseling. This roundtable will facilitate professional networking and collaborative discussion of issues most pertinent to women counselors and educators. Specific attention will be given to strategies and barriers to professional mentoring and self-care. Attendees are invited to bring personal wellness tools to share with the group. Facilitators will also share information about the WIN, including opportunities for national and local involvement. (No CE credit)

Jessica Lloyd-Hazlett, Ph.D., LPC, LMFT, NCC, The University of Texas at San Antonio
Julieta Rubio, M.A., LPC-Intern, Doctoral Student, The University of Texas at San Antonio

~ Coffee & Dessert ~
3:30 P.M. – 4:15 P.M.
FOYER

**CONTENT SESSIONS**
3:50 P.M. – 4:50 P.M.

CEDAR
As a school counselor for 10 years, the presenter struggled to find effective interventions for aggressive students who appeared to lack empathy, self-regulation, and social competence. This dissertation study is a result of her concerns. The presenter will summarize her study: a randomized controlled trial comparing the effectiveness of individual and group child-centered play therapy at improving empathy, self-regulation, and social competence. Participants will discuss the importance and challenges of conducting research in schools and providing research-based, effective treatments.

Sarah Blalock, LPC-S, RPT-S, Doctoral Candidate, University of North Texas

[52] Experiential Supervision Techniques for Counselor Educators and Supervisors
CHERRY
One roadblock often encountered by supervisors is providing innovative techniques that adequately provide a foundation for the basics of supervision while creating an opportunity for supervisee enrichment. These techniques are designed to be used in a group-based supervision format and allow for experiential processing, collaboration, and gatekeeping. The supervisee will gain a broader understanding of case conceptualization, vulnerabilities, and self-awareness in relation to clients. Supervisors will be able to take away activities that can be easily integrated into the supervision session.

(Supervision CE)

Krystin L. Porter, M.A., LPC, LMFT Associate, NCC, Sam Houston State University
Ian Lertora, M.A., LPC-Intern, NCC, Sam Houston State University
Chi-Sing Li, Ph.D., LPC-S, Sam Houston State University
Rena Greger, M.A., LPC, Sam Houston State University

[53] Building on the Basics: Guiding Clinicians-in-Training Towards a Thoughtful Theoretical Orientation
CYPRESS
Selecting and cultivating theoretical orientation is an important developmental and clinical task for clinicians-in-training. Supervisees feel overwhelmed by the task of developing a personal, grounded theoretical orientation and supervisors can feel challenged to nurture this process in their supervisees. This session will explore strategies to incorporate theoretical orientation in supervision & how supervisors can tap into the limited understanding of how theory development with new counselors. The presenters will also identify ongoing research into theory development among new clinicians.

(Supervision CE)

Rochelle Cade, Ph.D., LPC-S, Assistant Professor, University of Mary Hardin-Baylor
**Roundtables**

**3:50 P.M. – 4:50 P.M.**

**ELM**

[54] Navigating Emotional Challenges of Gatekeeping
Counselor Educators and Supervisors face many emotional challenges when fulfilling Gatekeeping responsibilities. When they deem that students and supervisees are “not appropriate for the profession,” they can become vulnerable to personal attack, find themselves embroiled in an exhausting and painful process, and discover that their jobs may be at risk. Presenters will lead a round table discussion of the emotional challenges of gatekeeping, as well as best practices to personally cope and prevent “gateslipping.”

Cyndi Matthews, Ph.D., LPC-S, NCC, The University of North Texas at Dallas
Teri Ann Sartor, Ph.D., LPC-S, NCC, CHST, Texas A&M University - Texarkana

[55] Texas New Faculty Interest Network (NFIN): Adjusting to your new role as a counselor educator
This meeting is designed to provide a place for junior faculty to discuss the challenges and excitement of adjusting to their role as a counselor educator. Topics to be discussed include: time and stress management, mentorship, student issues, and the tenure and promotion process. Having a collegial environment to discuss these issues can help new faculty by reassuring them that others share similar experiences. We will discuss experiences and questions and be ready to share your experiences. Doctoral candidates are also invited to attend. (No CE Credit)

(Doctoral Student Option)

Lorraine M. Dinkel, Ph.D., LPC, Texas A&M International University

[56] Advocating for Mental Health Services in Prisons: Calling the Counseling Profession to Action
This round table discussion will focus on the need to advocate for mental health services in corrections and for counselors who work in correctional environments. Updated advocacy strategies are needed to address the current challenges in advocating for correctional counseling services. The purpose of this discussion is to examine current advocacy strategies, identify needs and challenges, and consider recommendations to improve advocacy efforts. Some specific topics for discussion include enhancing professional advocacy competencies, rigorous scholarship, and procedures for implementation.

Paul A. Carrola, Ph.D., LPC-S, The University of Texas at El Paso

[57] Homogeny in Counselor Education: The Need for Students of Color in Counseling Programs
There is a paucity of research regarding barriers to people of color entering the counseling profession. Additional research efforts must be made to address inclusion of minorities in counseling training programs. A discussion of barriers to minority acceptance rates in counselor training programs will be facilitated. Additionally, participants will engage in a round table discussion pertaining to inclusive admissions designs and strategies for promoting diversity in the counseling profession.

David Hunt, M.A., The University of Texas at San Antonio
Gerardo Altamirano MRC, CRC, Texas State University
Summer Allen, M.Ed. NCC, The University of Texas at San Antonio

[58] Supporting and Encouraging Supervisees’ Development in Working with Underserved Populations
Many counselors-in-training and LPC-Interns begin their work in the profession supporting agencies and grant-fund projects. Their work often comprises of counseling clients from underserved communities. Potential dilemmas may arise for supervisors who have limited experience working with their supervisees’ diverse clients. However, the counseling profession has called for supervisors to support the cultural competencies of their supervisees. This roundtable will provide participants with strategies to support supervisees’ on-going skill development for working with underserved populations.

(Supervision CE)

Eva “Dee” Sloan, Ph.D., LPC-S, NCC, RPT, University of Houston Clear Lake  
Angelica M. Tello, Ph.D., LPC, NCC, University of Houston Clear Lake

[59] What’s Missing from Research: Counselor Educator and Student Experiences with Qualitative and Quantitative Research
Presenters will offer general rules for qualitative and quantitative research. Additionally, presenters will share their personal experiences with both types of research, and discuss unexpected challenges and rewards associated with the research process that are not indicated in the literature. Presenters will facilitate discussions regarding students' needs in research process and instructors' challenges in teaching research course. Presenters and audience will build on a resources list together to support each other's future learning and research conducting.

Terra Wagner, Ph.D., LPC  
Yi-Ju Cheng, Ph.D., LPC, NCC  
LaToya D. Yaites, Ph.D., LPC, NCC  
Rochelle Ritzi, Ph.D., LPC-S, NCC, RPT

**CONTENT SESSIONS**

5:00 P.M. – 6:00 P.M.

[60] Use Social Media and Video for Professional Advocacy in Counseling  
CEDAR
This presentation will provide an overview of an advocacy effort funded by the TACES Advocacy Grant. This advocacy project was designed to help educate non-counselors about the role of the professional counselor and how play therapy is used by professional counselors to impact children in schools. This project used social media and video to promote the role of professional counselors in supporting schools and how play therapy is used to help children in schools and the community. Participants will also learn about the technical skills needed to implement their own advocacy efforts.

Ryan Holliman, Ph.D., LPC-S, RPT, Texas Woman's University  
PJ Blanco, Ph.D., LPC-S, RPT-S / Texas Woman's University

[61] Ethical Considerations For Counselors, Counselor Educators, and Clinical Supervisors In Sharing Lived Experience With The Individuals We Serve  
CYPRESS
Recent research demonstrates that individuals receiving treatment identify self-disclosure of lived experience as a valuable therapeutic tool. How do we as counselors navigate using self-disclosure with clients in a way that is beneficial to their healing process? How do we as board supervisors and counselor educators teach supervisees and student counselors how to navigate this process? What legal obligations and best practice aspirations do we have associated within the process of therapeutic mutuality?

(Supervision CE)

Faith G. Harper, Ph.D., LPC-S  
Patti Derr, Texas Federation of Families  
Jacqueline Parsons, Ph.D., LPC
Strategies for Engaging Parents in Child Therapy

Research indicates that parental involvement positively impacts a child’s therapeutic process. However, engaging parents in therapy can be challenging, especially if parents are looking to “fix” the child, not the family. It is important that counselors are comfortable in setting up a therapeutic process that involves the parents. Participants will learn about the research of parental involvement in child counseling, strategies for setting expectations at the beginning of therapy, and techniques to teach counselors in training how to talk to parents about engaging in their own therapy.

Naomi Timm, M.A., LPC, LMFTA, NCC / Doctoral Student / Sam Houston State University
Eboni Harris, M.A., LPC, LMFT

Ethics and Technology: Bridging Technological Gap While Teaching Millennials to be Responsible

Over the past several decades, technology has advanced at an amazing rate. Technological generational gap is growing between clients and counselors. Millennials have arrived to counselor education programs with anticipation of the faculty to join them in the world of instant communication. As new technology develops, professionals are challenged to create new and innovative ethical boundaries to accommodate the advancement. Join us to gain foundational knowledge of working within ethical framework when using technology in counseling practice, counselor education and supervision. Sections A, B, C, D, F, H, and I of 2014 ACA Code of Ethics will be addressed during this presentation. The discussion of the best practices and evaluating ethical technology use among attendees will be conducted through application of Section H of 2014 ACA Code of Ethics.

Anyia Lainas, PhD, LPC, NCC, Texas A&M International University
Leah Lunah Texas A&M International University,
Tania Ramos, Texas A&M International University
Glenda Rangel, Texas A&M International University
Angelas Coss, Texas A&M International University

Which Hat Should I Wear? Ethical Supervisors and Their Many Hats

Ethical supervisors are tasked with figuring out which role or hat to wear on a daily basis. In addition to learning about the different hats of the ethical supervisor, attendees will learn to identify the differences between administrative and clinical supervision and elements of effective clinical supervision. Experiential activities, case studies, and group discussions will be utilized during this interactive session. This session fulfills 1.5 hours toward required training in supervision for LPC-S credential.

Angie Wilson, Ph.D., LPC-S, LSOTP, University of North Texas
Jamacia P. Chapple, Ph.D., University of North Texas at Dallas
Marcella Stark Ph.D., LPC-S, Texas Christian University
9:00 A.M. – 10:20 A.M.

[65] TACES Presents: LPC Rules and Beyond

In order to best serve LPC-Interns, supervisors must remain current on ethical codes and LPC board requirements. Indeed, a recently proposed rule requires supervisors to review board rules with their interns. In this session, participants will discuss the ethical codes and LPC rules that most frequently cause confusion (e.g., 681.71(c); 681.2(15); 681.47c; 681.52(c); 681.92(g); 681.92(h); 681.7(d)). Additionally, the presenters will incorporate the Association for Counselor Education and Supervision’s (ACES) Best Practices for suggestions of how to address and support LPC-Interns as they navigate guidelines.

(TACES Supervision Training)
(Supervision CE)
(Ethics)

Elizabeth Prosek, Ph.D., University of North Texas
Megan R. Lee, LPC-S

1:30 P.M. – 3:30 P.M.

[66] TACES Presents: Crossing the Bridge to Understanding Counselor Supervision: Ethical, Legal, and Professional Issues in Dual Relationships, Boundaries, & Administrative Supervision Responsibilities Part 1 & 2

(Katherine Bacon, PhD, LPC-S, NCC, University of Houston Victoria
Elsa Soto Leggett, PhD, LPC-S, RPT-S, CSC, University of Houston Victoria

3:50 P.M. – 5:50 P.M.

[67] TACES Presents: Using an Ethical Decision Making Model in Supervision

Ethical, legal, and professional issues arise in counseling supervision. Supervisors are charged with recognizing these 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 part

(ETHICS)

Jennifer Boswell, Ph.D., LPC-S, NCC, RPT, University of Houston Victoria
Kate Walker, Ph.D., LPC-S, LMFT Board Approved Supervisor
TACES Board

President
President Elect
Past President
Director
Senator
Secretary
Treasurer
Board Member at Large Director of Guidance
Board Member at Large, Counselor Educator
Board Member at Large, Supervisor
Emerging Leader
Liaison TSBEPCC
Graduate Student/New Professional Representative

Kate M. Walker
Hope Bell
Angie D. Wilson
Brenda Melton
Janéé Avent
Elizabeth Prosek
Katherine Bacon
Brenda Jones
Jennifer Boswell
Megan Lee
Jennifer Boswell
Derek Robertson
Naomi Timm

THANK YOU TO OUR 2016 TACES MIDWINTER CONFERENCE COMMITTEE!

HOPE BELL
KATE WALKER
ANGIE WILSON
YULIYA ZHOLU
CRISTINA CREEVAN
JANEÉ AVENT

SPECIAL THANKS TO TCA STAFF MEMBERS FOR THEIR ASSISTANCE!
**TACES 2016 MIDWINTER CONFERENCE**  
**CONTACT HOUR MONITORING FORM**  
LPC CEU PROVIDER #2406

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 roundtables, as well as the general session are eligible for LPC and LMFT continuing education credits. Supervision credit is offered on specific sessions categorized as “Supervision CE.” Ethics credits also offered on specific sessions noted as “Ethics.”

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<thead>
<tr>
<th>Time</th>
<th>Program Title</th>
<th>Name of Presenter(s)</th>
<th>LPC CEU</th>
<th>Supervision CEU</th>
<th>Ethics CEU</th>
<th>Initial</th>
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<tbody>
<tr>
<td>5:30 - 7:00</td>
<td>TACES Preconference Supervision Track: Executive &amp; Administrative Tasks and Other Topics</td>
<td>Gail K. Roaten</td>
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| 7:00 - 9:00 | Application, Ethics, and Implications of Research in Practice in Counselor Education and Supervision: *A Panel Discussion* | Lorraine Dinkel  
Allison Pow  
Steven Lenz,  
Haley Stulmaker,  
Elizabeth Prosek |         |                |            |         |

**THURSDAY, JANUARY 28, 2016**

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>7:30 - 8:30</td>
<td>General Session</td>
<td>LPC Board</td>
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<td>12:00 - 1:20</td>
<td>TACES Luncheon and Business Meeting</td>
<td>N/A</td>
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**FRIDAY, JANUARY 29, 2016**
### TACES 2016 MIDWINTER CONFERENCE
CONTACT HOUR MONITORING FORM – 1.5 HOUR SUPERVISOR TRAINING COURSES

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<td>9:00 - 10:20</td>
<td><strong>LPC Rules and Beyond</strong></td>
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<td>1:30 - 3:30</td>
<td><strong>The Nuts and Bolts of Using an Ethical Decision Making Model in Supervision Part 1 &amp; 2</strong></td>
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<td>3:50 - 5:50</td>
<td><strong>Ethical, Legal, and Professional Issues in Counselor Supervision: Boundary Concerns, Dual Relationships and Administrative Supervision Responsibilities Part 1 &amp; 2</strong></td>
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*Total Contact Hours: __________  *Ethics Hours: __________  *Supervision Hours: __________

Signature ________________________________  Date ________________