

**Ohio Counseling Association  
Spring Conference - April 22-23, 2021**



***"Pandemic Issues for Clients and Counselors"***

*This conference brings together Counselors from across Ohio to teach, learn, and collaborate on a variety of topics. Join us for one or both days to work on your general, ethics, and supervision credits for licensure.*



Welcome to the OCA Spring Conference, presented by your OCA. We understand your time is valuable and your education dollars are limited – we appreciate you spending resources with us! The OCA is here to help you learn, grow, and advance in your chosen career and believe that this conference helps us all with that goal. While we all can't wait to get together in person, this year we decided meeting virtually would be best and offer the most for our members in every corner of the state.

We feel that the program content meets the needs of many of our members and will help you with licensure or to broaden your breadth of knowledge. Please use the course evaluations to let us know how we are doing and how we can improve in the future. We hope the Spring Conference grows into another great opportunity for our student, professional, and counselor educator members. Without your support and interest, we cannot offer events such as this. Bring us your ideas, volunteer offers, and speakers so that we can continue to grow and improve every year.

Thanks to our chapter and division leaders, OCA officers, and volunteers who all helped bring this event together.

*Jason McGlothlin*

Jason McGlothlin  
OCA President

**All programming is approved for CSWMFT CE Credit for Counselors, Social Workers, MFTs, and Chemical Dependency Professionals**

**The OCA offers liability insurance for insured level student members and discounted insurance for professional members. See our website for details.**

[www.ohiocounseling.org/professional-liability-insurance](http://www.ohiocounseling.org/professional-liability-insurance)



**Insured Student Membership is \$50 per year and includes \$1 MIL/\$3 MIL liability coverage for one year. This provides students coverage for internship and practicum activities.**

## THURSDAY, APRIL 22, 2021 • PROGRAM SCHEDULE

TIME	PRESENTATION	SPEAKERS
9:00 a.m. to 10:30 a.m.	Creative Practices in LGBTQ+ Affirmative Supervision (1.5 Supervision CEs)	Melissa Hladek Chase Morgan-Swaney Jessica Headley
9:00 a.m. to 10:30 a.m.	Introduction to Synergistic-Dynamic Field Theory (SDFT) (1.5 General CEs)	Hannah Lowe Sarah Billingsley
11:00 a.m. to 12:00 p.m.	Pandemic Considerations for Court Ordered AOD Clients: A Motivational Interviewing Approach (1.0 General CE)	Deanna Revels & Annaleise Fisher
11:00 a.m. to 12:00 p.m.	Understanding Intimate Partner Violence: COVID-19 Implications (1.0 General CE)	Jessica King & Ashley Kline
12:30 p.m. to 1:30 p.m.	Maintaining Ethical Standards and Boundaries for Supervisors and Counselors Working Remotely (1.0 Ethics CE)	Rachel Turner Lindsey Kate Stewart Annaleise Fisher
12:30 p.m. to 1:30 p.m.	Preparing to Address the Intersectionality of Identity, Career, and Mental Health in a COVID World (1.0 General CE)	Meredith Montgomery Brittany Collins Kalesha Jenkins Mei Tang
2:00 p.m. to 3:30 p.m.	Amino Acid Therapy (1.5 General CE)	Donna Poppendieck
2:00 p.m. to 3:30 p.m.	Preventing and Managing Counselor Burnout During a Pandemic (1.5 General CEs)	Emily Baker Kayleena Brashear Kaitlyn Bruns Christine Banks-VanAllen
4:00 p.m. to 5:00 p.m.	Counseling Middle Eastern and North African (MENA) Arab and Muslim clients: Towards Becoming a More Culturally Competent Mental Health Professional (1.0 General CE)	Mohamed Almakky
4:00 p.m. to 5:00 p.m.	Reimagining Counselor Self-Care during a Pandemic: Toto, I've got a Feeling We're Not in Kansas Anymore (1.0 General CE)	Christina Woloch Aaron Ray Shanice Lockhart
5:30 p.m. to 7:00 p.m.	Working with Suicidality Before, During, and After the Pandemic: Ethical Practices to Avoid Malpractice (1.5 Ethics CEs)	Jason McGlothlin

## FRIDAY, APRIL 23, 2021 • PROGRAM SCHEDULE

<b>TIME</b>	<b>PRESENTATION</b>	<b>SPEAKERS</b>
9:00 a.m. to 10:30 a.m.	Considerations for Post-Pandemic Reintegration of Children and Adolescents (1.5 General CEs)	Emily Baker Kayleena Brashear Kaitlyn Bruns Christine Banks-VanAllen
9:00 a.m. to 10:30 a.m.	Creative Co-Vision: Using Art-based Techniques in Feminist Supervision to Promote Multicultural and Social Justice Competencies among Supervisees (1.5 Supervision CEs)	Jessica Headley Melissa Hladek Samantha Pfeiffer Katherine Jackson
11:00 a.m. to 12:00 p.m.	Attachment & Attunement: Addressing Family Systems in Substance Use Disorders Treatment (1.0 General CE)	Victoria Giegerich DoHee Kim-Appel
11:00 a.m. to 12:00 p.m.	Masters of Mindfulness – Pop Cultural figures and Mindfulness Interventions (1.0 General CE)	Elisa Gambill
12:30 p.m. to 1:30 p.m.	Addressing Stigmas and Disparities in Minorities with Substance Use Disorder (1.0 General CE)	Martina Moore
12:30 p.m. to 1:30 p.m.	Multicultural Communication (1.0 General CE)	Sonji Gregory
2:00 p.m. to 3:30 p.m.	Multiculturally Competent Supervision: Using the Johari Window to Push Your Envelope Forward (1.5 Supervision CEs)	Sherdene Simpson Stephanie Drcar Kathryn MacCluskie
2:00 p.m. to 3:30 p.m.	Introduction and Feedback Forum for the OCA Diversity & Inclusion Task Force (1.5 General CEs)	Patrice Callery Lily Cunningham DoHee Kim-Appel Chase Morgan-Swaney Emily Edmison Ribnik Carolene Sok
4:00 p.m. to 6:00 p.m.	Emerging Counselors During the Pandemic: Multiple Perspectives of Counselor Development, Self-Care, and Supervision (2.0 Supervision CEs)	Jason McGlothlin Laura Dunson Jonah Held Jason Pelfrey Haley Shadle Madison Sprang
4:00 p.m. to 6:00 p.m.	Leave the Door Open: A Time to Heal for Counselors (1.5 General CEs + 0.5 Ethics CE)	Erica Ogletree Esperanza Gallón

## **THURSDAY, April 22, 2021 Presentation Detail**

**Creative Practices in LGBTQ+ Affirmative Supervision (1.5 Supervision CEs)** – Melissa Hladek of Ursuline University with Chase Morgan-Swaney and Jessica Headley of the University of Akron

*There is an increasing need for clinical supervisors to understand and utilize affirmative approaches in their work with supervisees, particularly in regards to serving LGBTQ+ populations. Scholarship within the counseling profession demonstrates that LGBTQ+ populations experience unique mental health struggles at staggering rates (Corey, Haynes, Moulton, & Muratori, 2021; Gianicola, Smith, & Filmore, 2017). Despite the great and ever-increasing need to provide quality and effective counseling services, many counselors have not received specialized knowledge, skills, and awareness in their academic and clinical training experiences (Corey et al., 2021; Gianicola et al., 2017). Without strong competencies related to LGBTQ+ counseling care, counselors run the risk of harming clients, the broader community, and the counseling profession. Supervisors play an important role in developing and strengthening such competencies in their work with supervisees (Corey et al., 2021; Fish, 2017; Gianicola et al., 2017). The use of creativity is an established supervision method that demonstrates promise for promoting the utilization of an LGBTQ+ affirmative counseling approach (Fish, 2017; Miller & Robb, 2017). It is important that supervisors expand their wheelhouses of supervision strategies and techniques to offer creative and diverse avenues for supervisee growth and development.*

**Introduction to Synergistic-Dynamic Field Theory (SDFT) (1.5 General CEs)** – Hannah Lowe and Sarah Billingsley of Kent State University.

*This presentation is intended to provide the attendees an overview of a new, unique theoretical orientation of clients called Synergistic- Dynamic Field Theory (SDFT). Synergistic-Dynamic Field Theory (SDFT) is a conceptual framework for understanding human experiences of suffering and healing. SDFT is also framework for the organization, synergy, and application of existing counseling theories and practical approaches to the treatment of human suffering. The SDFT framework is presented through the introduction and definition of its foundational concepts. These include the conceptualization of the Self as five spheres of experience (emotional, mental, physical, spiritual, and energetic), the dynamic nature of awareness (conscious, sub-conscious, and unconscious), the central role of presence in healing, the orientation to time (past, present, and future), and finally the location and function of all of these concepts within the dynamic field of the life space. Each of the concepts of SDFT is explored through and contextualized within the professional literature of counseling and psychology. A client case related to pandemic and cultural features will be used to further clarify and demonstrated the concepts of SDFT. Future directions of research and development of SDFT are briefly discussed.*

**Pandemic Considerations for Court Ordered AOD Clients: A Motivational Interviewing Approach (1.0 General CE)** – Deanna Revels and Annaleise Fisher of Kent State University

*The impact of the COVID-19 Pandemic restrictions have been proven to be difficult on all of us but especially for a population that is often misunderstood due to stereotypes. Court ordered AOD clients often lack trust in professionals because due to society and the legal system misperceptions of AOD clients (LeSaint & Snyder, 2020). There is pressure for clients on probation to obtain sobriety immediately and maintain sobriety throughout probation without relapse. The threat of relapse is a factor for any client struggling with substance use concerns, even for those who have been sober for a*



decade or more (Fisher, 2014). As counselors, it is our responsibility to build a therapeutic relationship so we can spark change in our clients. Motivational interviewing (MI), is a collaborative conversation style that intentionally evokes an individual's reasons for change (Miller & Rollnick, 2013). When working with court ordered AOD clients from a variety of cultures, "MI adapts to differences rather than assuming them" (Miller & Rollnick, 2013, p. 349), through the emphasis of autonomy and providing information with permission. In this presentation, participants will not only gain understanding of the struggles a court ordered AOD client faces, but how they have been negatively impacted by the pandemic. Participants will learn how MI can be a natural fit for working with court ordered AOD clients, MI-consistent ways to advocate for clients, and methods to encourage behavior change for court ordered AOD clients.

**Understanding Intimate Partner Violence: COVID-19 Implications (1.0 General CE)** – Jessica King and Ashley Kline of Kent State University

*The program will provide information about the components of intimate partner violence as well as an understanding of different abuse tactics. Due to COVID-19, many clients and families have been negatively impacted, specifically those in abusive relationships. Presenters will discuss the impact of COVID-19 on these relationships and long-term implications. Throughout this presentation, participants will learn and understand how the pandemic has impacted clients from this population and how to best support them. Additionally, this presentation will provide information on recent adjustments to agency settings including funding cuts, and lack of accessibility to resources, and how to navigate these changes that significantly impact client care and accessibility. Throughout this presentation, participants will learn basics of the physiology of trauma due to experiences of IPV and how these trauma-related issues may be exacerbated by the COVID-19 pandemic. This presentation will directly aid counselors, social worker, and marriage and family therapists because it encompasses a range of current issues in this field. The information provided throughout this presentation will increase clinical knowledge in clinicians working with clients or families who have experienced or are currently experiencing increased trauma as a result of IPV in the midst of the pandemic.*

**Maintaining Ethical Standards and Boundaries for Supervisors and Counselors Working Remotely (1.0 Ethics CE)** – Rachel Turner Lindsey, Kate Stewart, and Annaleise Fisher of Kent State University

*Many practitioners have been working remotely during the COVID-19 pandemic to abide by social distancing recommendations. This creates unique challenges regarding ethics and boundaries for counselors and supervisors who may have been ill-prepared to abruptly acclimate to a remote format. Additionally, the COVID-19 has led to significant declines in mental health, putting counselors in high demand (O'Connor, et. al., 2020). However, it is imperative for professionals to maintain appropriate boundaries while distance counseling or supervising (American Counseling Association, 2012, Association of Counselor Education and Supervision Task Force, 2011). Due to these high demands and lack of preparedness, counselors now more than ever require regular self-care, wellness practices, and supervision. The presenters will review ethical considerations pertaining to boundaries working remotely including recommendations for remote supervision. They will also provide practical strategies for practitioners to maintain or enhance work boundaries.*

**Preparing to Address the Intersectionality of Identity, Career, and Mental Health in a COVID World (1.0 General CE)** – Meredith Montgomery of the University of Dayton with Brittany Collins, Kalesha Jenkins, and Mei Tang of the University of Cincinnati.

*This interactive presentation will explore the intersectionality of identity development and its impact on career trajectory through the lens of the reciprocal relationship between work and mental health. COVID has made the inequity and social justice issues related to work/career quite pronounced. Examples include: (a) most job losses are in hospitality, small business, and low-paying positions; (b) the option to work remotely is limited to those with appropriate technology, safe living environments, and the resources to address family needs such as childcare; and (c) those who work in essential sectors face increased safety risks without the option to work remotely. These examples illustrate the importance for practitioners to address the macro- and micro-level influences of work and mental health. Participants will learn culturally-competent strategies to effectively address the complex nature of identity, career, and mental health with clients.*

**Amino Acid Therapy (1.5 General CE)** – Donna Poppendieck of Health and Wellness Online, LLC.

*This presentation looks at multiple areas concerning the treatment, application, and effectiveness of amino acid therapy. These areas include a definition, how they help brain chemistry and specifically the detox process for recovering individuals, how they positively impact moods and work in tandem with talk therapy, whether they are more effective if taken in supplement form or by IV, whether they work better in combination with other supplements, and who uses these in treatment*

**Preventing and Managing Counselor Burnout During a Pandemic (1.5 General CEs)** – Emily Baker, Kayleena Brashear, Kaitlyn Bruns, and Christine Banks-VanAllen of the Ohio Counselors for Social Justice.

*In the midst of the global pandemic and civil rights movement, the demand for professional counselors has increased to meet the rising mental health concerns and psychological distress resulting from sustained isolation, grief and loss, uncertainty, and stress and adjustments. Although looking after the mental health of clients and a community provides numerous rewards, during social crises, the challenges can substantially increase and impact clinicians' own well-being and ability to provide high-quality treatment. After a year of connecting and forging client and colleague relationships via telehealth services, of providing a safe space for clients in an uncertain world, and stretching caseloads to meet the increased requests for services, counselors are at increased risk for burnout now more than ever. Clinical burnout is characterized by three components, including emotional exhaustion, derealization, and decreased sense of accomplishment. This workshop will identify the external and internal contributors to clinical burnout as well as the consequences of burnout if left unaddressed. Participants will be provided with formal assessments on compassion fatigue, vicarious traumatization, and clinical burnout to use within their practice, as well as strategies to mindfully observe and acknowledge needs in daily practice. Further, practical strategies for preventing or managing burnout on telehealth platforms, maintaining healthy boundaries with work and clients, and advocating for personal/professional needs in the workplace. Lastly, this presentation will provide ethical considerations and tips to support clinicians with impairment.*

**Counseling Middle Eastern and North African (MENA) Arab and Muslim clients: Towards Becoming a More Culturally Competent Mental Health Professional** – Mohamad Almakky of Kent State University

*There are is a great lack of awareness and minimal research available that focuses on providing quality mental health care targeted towards the Arab and Muslim communities. The program is designed to assist mental health professionals towards becoming more culturally competent in working with Middle Eastern and North African (MENA) Arab and Muslim identified clients. The program will help mental*

*health professionals critique their own awareness of unconscious personal bias and assess how it impacts their ability to provide quality care towards clients of this population. It will also help mental health care providers gain great knowledge towards better understanding this community and its collectivistic values, as well as learn a lot of skills necessary to market for this population and provide a more culturally sensitive and therapeutic environment for them based on evidence based and cultural practices.*

**Working with Suicidality Before, During, and After the Pandemic: Ethical Practices to Avoid Malpractice (1.5 Ethics CEs) – Jason McGlothlin of Kent State University.**

*Working with suicidal clients have been found to be one of the most difficult and anxiety producing aspects of counseling. It has also shown to produce the highest cases of malpractice and litigation within the mental health field. In addition, research has shown that assessing and treating suicidal clients in a telehealth setting creates higher levels of stress and worry compared to face-to-face settings. Given all of this, along with the intricacies of the pandemic, this presentation contextualize suicide assessment and treatment prior to the pandemic, during the pandemic, and post pandemic. The presenter will describe new trends in suicide, ethical practices in telehealth, and ways to protect clinicians against malpractice in a variety of contexts. Furthermore, an evidenced-based, comprehensive model for suicide assessment will be presented based on a study of nearly 100,000 suicidal individuals. Attendees will have opportunities to consider ways to adopt new suicide assessments and treatments in their own current and future practice.*

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**FRIDAY, April 23, 2021 Presentation Detail**

**Considerations for Post-Pandemic Reintegration of Children and Adolescents (1.5 General CEs) – Emily Baker, Kayleena Brashear, Kaitlyn Bruns, and Christine Banks-VanAllen of the Ohio Counselors for Social Justice.**

*The pandemic has uniquely impacted youth, creating barriers to healthy social, academic, and socioemotional development. In the past year, youth have been required to adjust their learning styles and needs, interact with their peers primarily through social media or screens, and cope with instability in nearly every area of life. For many youth, this instability has included facing poverty, unstable housing, and food insecurity. As youth reintegrate into schools and the community, counselors must be equipped to integrate the past year into youth's experience, identity, and development. In this workshop, participants will explore what youth have gained or lost as a result of the past year and strategies for exploring youth's perspective of the pandemic, civil rights movement, and other societal or individual stressors. Further, reintegrating back to previous activities and environments is yet another adjustment for youth and can present new challenges and/or distress. The presenters will review best practices for building resilience, teaching socioemotional skills, and partnering with parents to support students as they readjust again. Lastly, participants will be provided resources on how to assess for warning signs of distress during reintegration, communicate with parents/guardians, and help youth feel safe in their environment.*

**Creative Co-Vision: Using Art-based Techniques in Feminist Supervision to Promote Multicultural and Social Justice Competencies among Supervisees (1.5 Supervision CEs) – Jessica Headley, Melissa Hladek, and Katherine Jackson of Ursuline University with Samantha Pfeiffer of the University of Akron**



## *Creative Co-Vision: Using Art-based Techniques in Feminist Supervision to Promote Multicultural and Social Justice Competencies among Supervisees*

*Challenging traditional models of clinical supervision, feminist supervision offers supervisees and supervisors an opportunity to explore the roles of power and privilege in the contexts of counseling and supervision. This presentation focuses on how feminist supervision can be complimented by creativity, the universal language of art, to promote supervisee reflection, learning, and growth related to multicultural and social justice competencies.*

*Feminist supervision creates a safe, mutual space for supervisees and supervisors to attend to issues of power, privilege, advocacy, and social justice (Headley & Feather, 2021; Porter & Vasquez, 1997) which are competencies set forth by premier counseling associations (American Counseling Association, 2014; Council for Accreditation of Counseling and Related Educational Programs, 2018). Feminist theory can be utilized by supervisors to help supervisees explore the effectiveness of their practices in regards to (a) fostering collaborative relationships, (b) analyzing power dynamics, (c) attending to diversity and social context, and (d) engaging in advocacy and social justice (Szymanski, 2003). Creative techniques in supervision – such as the use of reflective journaling and response art making, (Deaver & Shiflett, 2011; Fish, 2017; Liberati & Agbisit, 2017) have been well supported in the counseling literature as beneficial ways to foster supervisee growth and development (Currin, Brown, & Schneider, 2020; Lahad, 2000). Emphasis will be given to the current American Counseling Association (ACA) Multicultural and Social Justice Competencies (Ratts, Singh, Nassar-McMillan, Butler, & McCullough, 2016). Specifically, participants will learn how these competencies align with a feminist supervision framework and how they can be promoted from creative, feminist practices. Participants will learn about the benefits of creativity, and specific ways that creativity can serve as an avenue for supervisee growth and development.*

## **Attachment & Attunement: Addressing Family Systems in Substance Use Disorders Treatment (1.0 General CE)** – Victoria Giegerich of Malone University and DoHee Kim-Appel of Heidelberg University.

*Clients presenting for substance use disorder (SUD) treatment often do so at the bidding of family members and in the hopes of rebuilding family relationships. Nevertheless, a family system attempts to maintain homeostasis through roles, compensatory behaviors, and inadvertent messages that often contribute to ongoing substance misuse or alienation within the family. Counselors providing effective SUD treatment need to include an understanding of family dynamics in treatment and in adherence to the ACA code of ethics when building support networks (Standard A.1.d.). Additionally, clients presenting for SUD treatment often present with insecure attachment styles stemming from family relationships and projected within the therapeutic alliance (Wyrzykowska, Glogowska, & Mickiewicz, 2014). Issues in attachment and support have been found to predict illicit substance use (Caspers et al., 2005). This presentation aims to provide an attachment-informed perspective of family systems work within SUD treatment, as a means of addressing family dynamics in developing a support network, ways to respond to cultural climate, and underlying attachment concerns. Attendees will learn how to assess attachment patterns within the family using a genogram with clients, and discuss implications for treatment. Attendees will apply implications to a clinical case.*

## **Masters of Mindfulness – Pop-cultural Figures and Mindfulness Interventions (1.0 General CE)** – Elisa Gambill of Lindsey Wilson College.

*This workshop will focus on taking mindfulness-based interventions that promote emotional identification, expression, and regulation and pair it with popcultural figures. This will increase the effectiveness and engagement the client has with the interventions due to the ability to tap into their personal interests. School systems are becoming more aware of the need for social emotional learning opportunities and this will give you the tools to implement within any school, community, or private practice setting. It will also promote the use of play therapy and be adaptable to multiple theories. Overview of mindfulness-based art and play therapy research that supports the implementation of these skills into counseling are also included*

**Addressing Stigmas and Disparities in Minorities with Substance Use Disorder (1.0 General CE)** – Martina Moore of Moore Counseling and Mediation Services.

*There is a strong stigma attached to substance use disorders which may prevent minorities from seeking help. The effects of stigmas are worse for racial and/or ethnic minorities compared to racial and/or ethnic majorities since the former often experience other social adversities such as poverty and discrimination within policies and institutions (Eylem, de Wit, van Straten, et al. 2020).*

*This workshop will introduce a promising practice a community education protocol developed by the National Institute on Minority Health and Health Disparities (NIMHD) to increase awareness of mental health issues experienced by African American males and females to encourage these individuals to seek help for their problems, entitled: Brother, You're On My Mind (BYOMM). This educational tool kit provides materials help to introduce the conversation about substance use disorders (SUD'S) and normalizes addiction in terms that can be acceptable for minorities without causing more shame.*

**Multicultural Communication (1.0 General CE)** – Sonji Gregory of Malone University.

*The presentation is an interactive lecture. The presenter will go over various multicultural communication styles and provide concrete examples. There will be opportunities for participants to share their own communication style and their own experiences with miscommunication. The presenter will go over the AMCD multicultural competencies and illustrate how they should be applied to examples of multicultural communication provided by the participants.*

*The target audience for this session is school and clinical counselors and supervisors. This session will be appropriate for all counselors regardless of the setting or population that they work with. Every counselor functions within their own cultural context and can benefit from learning how others might interpret communication in culturally different ways.*

**Multiculturally Competent Supervision: Using the Johari Window to Push Your Envelope Forward (1.5 Supervision CEs)** – Sherdene Simpson, Stephanie Dracar, and Kathryn MacCluskie of Cleveland State University

*In recognition of the ever-increasing level of diversity and pluralism, the need is also increasing as to what it means to be a supervisor: there is on-going need for self-awareness and growth. Human brains are wired for implicit bias and there is an on-going need for supervisors to continually challenge their own assumptions and ideas. This program will offer current research and an experiential learning focused on multicultural competence for supervisors. Using the Johari Window, attendees will be encouraged to explore implicit bias and the implications for how to strengthen their effectiveness as supervisors of diverse trainees and their clients.*

**Introduction and Feedback Forum for the OCA Diversity & Inclusion Task Force (1.5 General CEs)** – Patrice Callery, Lily Cunningham, DoHee Kim-Appel, Chase Morgan-Swaney,

Emily Edmison Ribnik, and Carolene Sok of the OCA Diversity and Inclusion Task Force (DITF).

*The Diversity & Inclusion Task Force (DITF) is a new entity within the Ohio Counseling Association. The mission of the OCA DITF is to promote and support the development of multicultural, social justice, and advocacy competency, as well as foster cultural humility, diversity, equity, and inclusion among our divisions, committees, chapters, and our membership at-large. The DITF has been tasked with doing an initial assessment of diversity, inclusion and multicultural needs of OCA and its members, assist OCA in ensuring that diverse voices are heard and represented in all of its platforms and decision-making processes, as well as provide recommendations to enhance OCA's work of educating its members to work with diverse populations. During this session, attendees will have the opportunity to meet the current DITF members, hear the results of an initial survey done with OCA members about these issues, and learn about upcoming initiatives that the DITF will be leading for OCA.*

**Emerging Counselors During the Pandemic: Multiple Perspectives of Counselor Development, Self-Care, and Supervision (2.0 Supervision CEs)** – Jason McGlothlin, Laura Dunson, Jonah Held, Jason Pelfrey, Haley Shadle, and Madison Sprang of Kent State University.

*For many years, the training and practice of counselors has been unique in many ways. However, with CACREP standards, Ohio counselor licensure requirements, and a wealth of emerging literature on how to practice, we typically knew what to expect of emerging counselors and the practice of counseling. When the pandemic hit in 2020, that has all changed! We are in uncharted territory when it comes to what “pandemic practice” looks like.*

*This presentation consists of six presenters from Kent State University who are at different stages of their counseling careers. A mix of perspectives from students in practicum to fully licensed counselors with over 25 years of experience are represented in this presentation to provide multiple perspectives of the state of counselor practice and the supervision of counselors during the pandemic.*

*During the course of this interactive panel presentation, research and perspectives on the following will be covered in the context of counseling and supervising during the pandemic:*


- *Counselor development*
- *Counselor training*
- *Benefits and limitations of counselor training without face-to-face clients*
- *Telehealth practices*
- *Supervision practices*
- *Evaluation of skill*
- *Assessment and treatment of clients*
- *Management of complex clients*

**Leave the Door Open: A Time to Heal for Counselors (1.5 General CEs + 0.5 Ethics CE)** – Erica Ogletree of the University of Cincinnati and Esperanza Gallón of Hope Is Here Counseling & Consulting Services.

*The entire world is dealing with two of the most intense and critically important crises that we have ever experienced –the COVID-19 pandemic and the pandemic of racism. People everywhere are realizing the important impact and support that can be found through mental health counseling. The need and desire for counseling has continued to magnify, and counselors continue to answer the call. As counselors hold space for clients, provide psychoeducation and safe space for processing, and much*

more through their work during these unprecedented times; we, counselors, are also enduring these unprecedented times. This training will illuminate and challenge the internal and external experiences of counselors as we prepare for and execute professional help, while seeking our own wellbeing. We will explore how counselors understand personal and professional capacity when dealing with the forces of racism and the need for support. How does each of the major crises we face impact your work and professional relationships? Where do we go from here to heal as a person and a professional?

**Speaker Photos and Bios**  
*in order of appearance*

 A portrait of Melissa Hladek, a woman with long, wavy blonde hair, wearing glasses and an orange top, smiling.	<p><b>Melissa Hladek</b> has been providing counseling services in community mental health and private practice for over five years. She is also a board-certified art therapist. Her experience is in integrating creativity into clinical treatment. Melissa has training in DBT and trauma informed care as well as certification in perinatal mental health. Melissa is also an instructor in the Counseling and Art Therapy graduate program at Ursuline College with teaching responsibilities delegated to ethics, supervision, clinical application, and mentorship. Additionally, Melissa is a doctoral student in counselor education and supervision.</p>
 A portrait of Chase Morgan-Swaney, a man with short brown hair, wearing a green patterned shirt, smiling.	<p><b>Chase Morgan-Swaney</b> is a licensed professional counselor working in private practice at Rocky River Psychological Services in Westlake, OH. His area of specialization is working affirmatively with LGBTQ+ adolescents (ages 13-17) and adults to address their mental health, wellness, education, and career needs. Chase is a doctoral candidate in the Counselor Education and Supervision PhD program at The University of Akron. Currently, he serves as 2020-21 President-elect of the Society for Sexual, Affectional, Intersex, and Gender Expansive Identities of Ohio (SAIGE of Ohio - formerly ALGBTICO). In addition, he serves the Ohio Counseling Association as a member of the Graduate Student Committee, the Social Media and PR Committee, the Government Relations Committee, and the Diversity and Inclusion Task Force.</p>





**Jessica Headley** is an Assistant Professor in the Counseling and Art Therapy Department at Ursuline College. She is also a professional counselor working in private practice with over 10 years of experience. Among her specialty areas are women and gender issues in counseling, feminist theory, feminist supervision, and creativity in counseling.



**Hannah Lowe** (she/her/hers) is a doctoral candidate at Kent State University and a self-professed bookworm. She practices as a counselor at Signature Health, Inc. a Federally Qualified Health Care Facility (FQHC) offering Trauma therapy within the community mental health population and her own private practice, Great Lakes Counseling & Consulting. Hannah has over 7 years in the counseling profession and has dedicated herself to supporting people to be more fully themselves. She is the founder of Synergistic-Dynamic Field Theory (SDFT) and is working on continuing to introduce this theory to the Profession. Hannah is strongly informed by Carl Jung, Herb Stevenson, Eckhart Tolle, Carl Rogers, Donald Kalsched, Pat Ogden, Ram Dass, Kurt Lewin, and Fritz Perls to name a few. The Ohio Counseling Association, as incoming Chair of the Professional Development Committee, and Chi Sigma Iota, as Kappa Sigma Upsilon 2020-2021 Chapter President) have been tremendously impactful at shaping Hannah's sense of self as a leader in the counseling profession.



**Sarah Billingsley** is a licensed professional counselor in the state of Ohio and received her Master of Arts in Clinical Mental Health Counseling from John Carroll University. She currently works in private practice at Navigate Counseling in Cuyahoga Falls, and is also a doctoral student in Counselor Education and Supervision at Kent State University. Sarah is a trauma-focused practitioner who works with clients from all backgrounds and presentations. Her research interests include trauma-informed practice, gender-balanced couples counseling and domestic violence treatment, and nonviolent communication."





**Deanna Revels** is a doctoral student in Counselor Education and Supervision. She is a Licensed Professional Counselor in Ohio. She has worked both in individual and in group settings with court ordered AOD clients for more than a year both before and after the pandemic started. She has over 50 hours of MI training and uses MI regularly with court ordered AOD clients.



**Annaleise Fisher** is a doctoral candidate in Counselor Education and Supervision. She is a Licensed Professional Counselor in the state of Ohio. She has experience teaching undergraduate and graduate level addictions counseling courses. She has over 300 hours of training in motivational interviewing and is a Level 1 MITI Certified Coach. She has provided numerous professional motivational interviewing trainings to a variety of helping professions around northeast Ohio.



**Jessica King** is a Licensed Professional Clinical Counselor and therapist at the Rape Crisis Center and Battered Women's Shelter of Summit and Medina Counties. Jessica provides trauma-informed individual and group therapy services to survivors of intimate partner violence and sexual violence, including client's identified through the Akron Sexual Assault Kit Initiative (ASAKI). Jessica is trained in a range of trauma informed counseling interventions and techniques including EMDR. Jessica received a Master's in Clinical Mental Health Counseling from Kent State University and is currently a Doctoral Candidate in the Kent State University Counselor Education and Supervision Program. Her research interests include trauma and wellness in the field of counseling.



**Ashley Kline** is the Clinical Services Supervisor at the Rape Crisis Center and Battered Women’s Shelter of Summit and Medina Counties. She oversees the therapy program which provides trauma-informed individual and group therapy services to survivors of intimate partner violence, sexual violence and human trafficking. Ashley is passionate about providing accessible therapy services to survivors. She is a trained EMDR clinician and utilizes a variety of trauma-informed interventions with clients. She received her master’s degree in clinical mental health counseling from Kent State University and is licensed as a Professional Clinical Counselor with supervision designation.



**Rachel Turner Lindsey** is a Licensed Professional Clinical Counselor who works in a private practice in Northeast Ohio. Rachel specializes in working with children, adolescents, and adults who have experienced trauma. Additionally, Rachel is a doctoral candidate at Kent State University in Counselor Education and Supervision and has experience teaching counselors-in-training.



**Kate Stewart** is a doctoral candidate at Kent State University in the Counselor Education and Supervision program. Kate also works full-time at a private practice as a licensed professional counselor in the state of Ohio. She works primarily with adults with trauma-related disorders as well as with individuals with anxiety and depressive-related disorders. Kate is also a member of the Ohio Counseling Association, as well as Chi Sigma Iota. Kate has also taught a variety of graduate level counseling courses at Kent State University.



**Meredith Montgomery** is an Assistant Professor of Clinical Mental Health Counseling at the University of Dayton. She also owns a private practice in Dayton, OH. Dr. Montgomery's research focus is on counselor professional identity, interprofessional education, and the integration of career and mental health counseling. As such, she explores the questions: who are we as a profession? who are we in the context of other professions? and how can we better serve our world through a holistic and integrative lens? Dr. Montgomery serves as a clinical supervisor and on the Board of the Greater Dayton Brain Health Foundation.



**Brittany Collins** is Owner of Developing ME! Counseling, & Consulting, LLC. She is currently a Doctoral candidate in the Counselor Education and Supervision program, with a Multicultural and Social Justice Cognate at the University of Cincinnati. She serves as Mental Health Counselor to student-athletes within The University of Cincinnati's Sports Medicine Department as well as Advisor to the University of Cincinnati's Black Student-Athlete Association (UCBSAA). She is Adjunct Faculty at the University of Dayton and Xavier University in the Counselor Education program. She is licensed to practice as a Professional Counselor in the state of Ohio as well as National Certified Counselor and received her Master of Science in Education (M.S.Ed) in Clinical and Mental Health Counseling from the University of Dayton.



**Mei Tang**, Professor, Doctoral Program Coordinator of Counseling Program in School of Human Services at the University of Cincinnati. She has been a faculty member at UC and a counselor educator since 1996. Her teaching areas include career development, group, testing, internship, counseling theories, and doctoral seminars in ecological counseling and research. Dr. Tang's research focus includes career development and assessment, cultural identity and acculturation, counselor education and supervision, and application of ecological counseling. She recent published a book "Career Development and Counseling: Theory and Practice of Multicultural World" with Sage. She is the Editor of The Career Development Quarterly and has been the Associate Editor of Journal of Counseling and Development. She has served as Vice President-AAPI of Association of Multicultural Counseling and Development from. Dr. Tang has collaborated with local school and community agencies to provide services to diverse population in urban settings.





**Donna Poppendieck** worked for 16 years with middle-school age kids and their parents in a public-school setting as a counselor and prevention specialist where she interacted with more than 1,000 children aged 12 to 14. During that time, she also began to teach for multiple universities such as University of Phoenix, DeVry University, Ohio Christian University, American National University, Argosy University Online, and Mid-American Christian University. She taught a wide variety of subjects, from behavior, to cognition, personality development, cultural diversity, social psychology, numerous substance use courses, career choices, diagnostic evaluation, motivation leadership, critical thinking ... and many more. Dr. P is also a subject matter expert and has authored numerous college level courses.

More importantly, Dr. P lives by what she teaches. She believes that in order to be effective, she has to have a lived experience of what she recommends for others. One of her best traits perhaps is that she genuinely cares about her students.



**Emily Baker** received her doctorate in Counselor Education from The Ohio State University. She is currently working as a Licensed Professional Counselor in an outpatient setting in Columbus, Ohio serving primarily adults and adolescents with mood and anxiety disorders, grief, and substance use. In addition to clinical work, Emily works as a Graduate Assistant supervising master's level clinicians in their internship sites. Emily is passionate about researching substance use prevention and treatment, stigma and bias reduction, and social justice. She serves as President of Ohio Counselors for Social Justice and aims to infuse social justice into her roles as a counselor educator, researcher, and advocate.



**Kayleena Brashear** is a current doctoral student in Counselor Education at The Ohio State University. She works as a Licensed Professional Counselor in private practice with a focus on children and adolescents. Kayleena also works as a Graduate Assistant with The Ohio State University Suicide Prevention Program, training and advising undergraduate student advocates. Kayleena serves as the Government Relations Chair for Ohio Counselors for Social Justice and is committed to promoting social justice, equity, and access for clients and counseling students.



**Kaitlyn Bruns** practices clinical counseling in a hospital outpatient setting with children, adolescents, and transitional-aged youth. Her clinical interests include working with clients who are experiencing severe mood disorders, anxiety disorders, parent-child relationship issues, and relationship challenges. Kaitlyn has begun her research career with a strong interest in the role professional counselors are currently playing, and can embrace, in the prevention of firearm violence. Kaitlyn aims to expand the counseling literature to support counselors in the training, education, and implementation of reducing and preventing firearm violence. Kaitlyn is currently pursuing her doctorate in counselor education and supervision at the University of Cincinnati.



**Christine Banks-VanAllen** is a current doctoral student, supervisor, and EMDR-certified therapist. Christine has worked in the community mental health field for the past five years and specializes in working with adolescents presenting with developmental trauma and sexualized behaviors. Christine's research interests include the intersections between trauma, social justice, and adolescent female development.



**Mohamed Almakky** is the first Masters of Education student from Saudi Arabia to major in Clinical Mental Health Counseling at Kent State University, expected to graduate in May 2021, and has a special interest in serving the LGBTQ+ clients. Currently, he is a Linseed Counselor Trainee at the Counseling Center at Kent State University, and in Saudi he is a Licensed Psychologist Assistant at Zaat Psychological Consultancy and Training, and a Behavioral Sciences Teaching Assistant at King Saud bin Abdulaziz University for Health Sciences - Jeddah. Mo is a Chemical Dependency Counselor Assistant Preliminary, a Certified Clinical Trauma Professional Level I, and a Complex Trauma Treatment Professional. He is the Chair of the Wellness Committee and the Co-Chair of the Mentorship Committee for Chi Sigma Iota (CSI), Kappa Sigma Upsilon Chapter, and is currently a member of 26 professional affiliations such as the ACA and the APA.





**Christina Woloch** holds a Ph.D. in a Counselor Education/Supervision and displays a deep commitment for social equality, justice, and health/wellness in her roles as a Licensed Professional Counselor, a Licensed Independent Chemical Dependency Counselor, and an Assistant Professor at a Malone University. She has presented at the local, state, and national level on a variety of counseling topics pertaining to counselor pedagogy, professional ethics, addictions, skills/best practices, and multicultural/social justice/diversity issues. She is also a published author and research enthusiast. In addition to her involvement in numerous state and national counseling committees/associations/groups, she has been recognized by the following awards: OCA - Graduate Student of the Year, AHC- Emerging Leader, OCA - Emerging Leader, and Chi Sigma Iota - chapter awards.



**Aaron Ray** is a licensed professional counselor, a doctoral candidate in a Counselor Education and Supervision program, and is an adjunct faculty member at a private university. Aaron is also a member of ACES. He has presented professional presentations at local and state conferences on topics related to multicultural and social justice competencies, diversity and inclusion, and professional ethics. Aaron has assisted in the development of a diversity and inclusion committee at a local agency and was the chair of that committee. Each of the aforementioned experiences have revealed to this individual how important self-care practices are to promote the wellbeing of self and others.



**Shanice Lockhart** is a doctoral candidate in a Counselor Education and Supervision program. Shanice holds a bachelor's degree in Psychology and a master's degree in Clinical Mental Health Counseling. As a Licensed Professional Counselor, Shanice works primarily with youth and their families. Over her career, she has served in numerous capacities within the mental health profession. Shanice's commitment to the empowerment of underrepresented populations is shown through her active involvement in mentoring, advocacy, and presenting. Shanice has presented at a variety of community professional developments and state conferences. She serves as President Elect of the Ohio Counselors for Social Justice and holds memberships in national organizations such as American Counseling Association and Chi Sigma Iota.



**Jason McGlothlin** has a lengthy career as a counselor. He earned his master's degree from the University of Dayton in Community Counseling and his doctoral degree in Counselor Education and Supervision from the Ohio University. For over twenty-five years, he has focused his practice, teaching, and research in the area of suicide prevention, assessment, and treatment. Currently he is an Associate Professor in the Counselor Education and Supervision program at Kent State University. He also has a small private practice where he specifically works with suicidal individuals and consults with agencies, hospitals, and schools and effective suicide assessment and treatment practices. He is currently the President of the Ohio Counseling Association.



**Samantha Pfeiffer** holds her M.A.Ed. in Clinical Mental Health Counseling and is a doctoral candidate in Counselor Education and Supervision at The University of Akron. In her role as an adolescent counselor at non-profit substance use and mental health agency, she provides counseling services to a diverse population. Advocacy is a big part of her work as a Licensed Professional Clinical Counselor and Licensed Independent Chemical Dependency Counselor working with youth from diverse backgrounds. Her passion and commitment are in helping her clients develop and hone their advocacy and social justice skills. Furthermore, Samantha has published on the topic of clinical implications for multiracial individuals and presented at the local, state, and national level on several counseling topics including feminist ethics, trauma and addiction, adolescent addiction, and best practices for ethical decision making in the digital world.



**Katherine Jackson** is an Associate Professor in the Counseling and Art Therapy Master's program at Ursuline College. Her areas of interest include creativity, wellness, cultural and social issues, supervision, and work with family/couples. At Ursuline College, Dr. Jackson is the director of the service-learning program, where she helps engage students in learning cultural competence.



**Victoria Giegerich** is a licensed independent chemical dependency counselor, licensed professional counselor, and assistant professor at Malone University specializing in the area of addictions counseling. Victoria has provided addiction counseling for approximately six years across various settings such as hospitals, college counseling centers, and nonprofit agencies. She has trained extensively in Motivational Interviewing and provides workshops at the local and state level to increase competence in evidence-based practices. Victoria's areas of research include supervision practices in substance use disorder treatment settings, community readiness to address substance use, and training counseling students in culturally responsive practices. She remains committed to innovating the field of addictions through presenting on topics such as interpersonal trauma in addiction counseling and ways to address such issues through the integration of attachment theory in addiction-related interventions.



**DoHee Kim-Appel** is an Associate professor in the Master of Arts in Counseling (MAC) at Heidelberg University. She has decades of experience in the field of behavioral health, working with diverse populations of clients across a spectrum of emotional and substance-related issues, including youth, individuals, couples, and families. Dr. Kim-Appel has presented papers and training sessions regionally, nationally, and internationally in such topics as mindfulness, ethics, supervision, creativity, and mental health, art therapy, substance abuse & mental illness, therapeutic jurisprudence, transdisciplinary practice, workplace violence, and family violence. Dr. Kim-Appel has co-authored numerous book chapters and papers in peer-reviewed journals. Her research interests include family differentiation, mindfulness, cultural competency, supervision, and international issues in behavioral health.





**Elisa Gambill** is a licensed professional counselor and second year doctoral student at Lindsey Wilson College. She helped co-found Two Nerdy Counselors with the goal to share resources and trainings with other mental health professionals. She is working towards her Registered Play Therapy credential and is a member of the 2021 Play Therapy Leadership Program. She enjoys helping other counselors find ways to incorporate pop culture figures and fandoms into their counseling treatment while also promoting the use of creativity in the counseling profession.



**Martina Moore** is on faculty at John Carroll University, where she serves as the Coordinator of the Substance Use Disorder Concentration in the Clinical Mental Health Program. She is the President and CEO of Moore Counseling & Mediation Services, Inc., (MCMS). This organization has seven outpatient alcohol and drug treatment centers in Northeast Ohio. Dr. Moore's areas of research include dual diagnosis population, medication-assisted treatment for opiate use disorders and trauma-informed treatment for human trafficking survivors.



**Sonji Gregory** is independently licensed in the state of Ohio with the supervision designation. Her specialization is in marriage, family, and the diagnosis and treatment of children and adolescents. Dr. Gregory is an assistant professor at Malone University in the Counseling and Human Development department.



**Sherdene Simpson** is a Visiting Assistant Professor of Counselor Education at Cleveland State University. She is a Licensed Professional Clinical Counselor, with Supervisory designation (LPCC-S), Licensed Marriage and Family Therapist (LMFT), Certified Clinical Hypnotherapist (CHT), and Certified in Grief Recovery Methods with experience in community and private practice settings. Her clinical interest include incorporating systemic therapy to individuals, couples, and families. Her research interest include systemic treatment, marriage and family therapy, clinical supervision, multiculturally informed clinical supervision, and isomorphism in clinical supervision. She is a certified trainer for PREPARE/ENRICH Inventory and is currently completing training for the Gottman Institute Certification program.



**Stephanie Drcar** is an Assistant Professor of Counselor Education at Cleveland State University. Her clinical interests include anxiety, depression, and relational difficulties, as well as training, supervision, and outreach within college communities. Her research interests include LGBTQ+ pedagogical practices, gender, sexual violence, women's experiences of sexist discrimination and microaggressions.





**Kathryn MacCluskie** has been a Counselor Educator at CSU for many years. Her areas of expertise are student development, clinical skill acquisition, and pedagogy. She is currently appointed as the Interim Chair of Counseling, Administration, Supervision, and Adult Learning.



**Patrice Callery** is an Associate Professor at Lindsey Wilson College with the School of Professional Counseling. She serves the School of Professional Counseling as a Regional Academic Director responsible for teaching and academic management of the School of Professional Counseling's satellite sites. Dr. Callery also serves as core faculty of Lindsey Wilson College's Counselor Education and Supervision doctoral program. Dr. Callery advocates for prevention efforts of mental illness by serving as a board member and current president of the Greater Cincinnati Counseling Association. Dr. Callery earned her Doctorate of Education in Counselor Education and Supervision from the University of Cincinnati. Dr. Callery is licensed as a Supervising Professional Counselor in the states of Ohio and Kentucky. She has over fifteen years of clinical experience as a prevention specialist, school-based counselor, crisis counselor, clinical supervisor and wellness advocate. She is the administrator of her private practice, The Motivation Academy, a wellness and prevention



	<p>clinic, serving children, adolescents, and families. The Motivation Academy also serves the community by collaborating with Charter Schools and Police Departments as professional wellness education consultants in Kentucky and Ohio.</p>
	<p><b>Emily Edmison Ribnik</b> has worked in the mental health field for 15 years. She began her career working in emergency psychiatric and crisis services at Coleman Access for 5 years. For the past 10 years, she has been a counselor at Kent State University at Stark’s Counseling Services. During her tenure with Kent State University, she has served on multiple campus and institution level committees and task forces dedicated to exploring diversity and inclusion issues at the university. She is a current doctoral candidate in Kent State University’s Counselor Education and Supervision program and her dissertation will focus on the impact of client suicide on counseling supervisors. Emily will become the new Director of the Criminal Justice Coordinating Center of Excellence in NEOMED’s Department of Psychiatry in May 2021 where she will focus on collaborating with both the mental health and criminal justice systems throughout Ohio to support and expand jail diversion programs and alternatives for the severely mentally ill and those in mental health crisis.</p>
	<p><b>Carolene Sok</b> is a Licensed Professional Counselor. Currently, working with children as a Behavioral Health Facilitator to help de-escalate crisis situations while proactively supporting the patient, families and staff to create a positive environment that lessens traumatization within an inpatient hospital setting. Carolene has worked in community mental health for the past nine years with diverse populations of all ages. Carolene currently serves as the President for the Greater Cincinnati Counseling Association. In addition, she is also a Registered Applicant, sits on the National Alliance on Mental Illness Urban Greater Cincinnati National Alliance on Mental Illness board as the Advocacy Committee Chair, a member of the Trauma Team and the Ohio Counseling Association’s Diversity and Inclusion Task Force. Carolene specializes in crisis work and assisting clients with processing of an event, emotional regulation and cultivating healthy relationships.</p>



**Laura Dunson** is clinical mental health counselor and a second-year doctoral student at Kent State University. She has diverse clinical experience with a wide range of client concerns, with specialties in anxiety, trauma, and gender issues, and has experience teaching and supervising counselors-in-training. As a relational-cultural counselor, she researches sociocultural factors impacting clients and counselor development.



**Jonah Held** has a passion for helping others and working with children and adolescents. He obtained a Bachelors of Science in Human Development and Family Studies from Kent State University in the summer of 2019. Jonah spent over a year at a boys crisis shelter, called Safe Landing, located in Akron, Ohio. Since August of 2020, Jonah has been engaged in practicum through Kent State University's Counseling Center. The entirety of practicum has been remote in nature, forcing Jonah not only to learn counselling skills, but also build therapeutic relationships and create treatment plans virtually. While the experience has been challenging, he has learned a great deal about telehealth and has proven that therapy can be completed virtually. Jonah hopes to graduate with a MEd in Clinical Mental Health Counseling, become licensed in the spring of 2022 and work with children, adolescents, and families that struggle with mental illness and have a history of trauma.



**Jason Pelfrey** is a graduate student in the Clinical Mental Health Counseling program at Kent State University. He is expecting to graduate in Spring 2022 and work as a licensed professional counselor in Northeast Ohio. Jason aims to specialize in working with clients who identify with the LGBTQIA+ and GSRM communities. He previously earned his B.S. in Biology with specializations in Forensic Biology and Pre-Health Professions from The Ohio State University.



**Haley Shadle** is currently a second semester Practicum student at the Counseling Center at Kent State University. She has experience working at TownHall II as a Victim of Crime Advocate Supervisor. Working with Adolescents has recently become her interest while taking courses at Kent State University. Her long-term goal is to work with first responders and their families.




**Madison Sprang** is a second-year graduate student in the Clinical Mental Health Counseling Program at Kent State University. She is also in the Addictions Counseling Certificate Program at Kent. She graduated from Kent State in May of 2019 with her Bachelor's in Psychology and a minor in Public Communication. Madison is originally from a small town in Ohio called Millersburg. Her future plans are to become a LPCC-S and LICDC.



**Erica D Ogletree** owns and operates TREEmendous Care LLC Therapeutic Services, a private practice mental health counseling and consultation company in Cincinnati OH. Erica is an Adjunct Professor at Xavier University, Cincinnati OH in the Masters of Community and School counseling program. At Xavier Erica is currently participating in the Harambee Mentoring program, and on the Xavier University Clinical Mental Health Program Advisory Committee. Erica excitedly begins her Counselor Education PhD program at the University of Cincinnati this fall.

Erica has held various leadership roles and served on interdisciplinary committees and teams representing various local community mental health agencies since 2013. Working with individuals ages 6+, Erica specializes in work regarding trauma, grief, sexual behavior problems and sensorimotor psychotherapy. Erica has implemented trauma treatment for children and adolescents for over 10 years in various modeling including Trauma Focused Cognitive Behavioral Therapy and Structured Sensory Integrations. Erica is a certified trauma treatment provider and trainer. Erica continues to train Trauma and Grief Component Therapy for Adolescents alongside the



	<p>authors across the country. Erica loves learning, trying new foods and any excuse to play a new card/board game.</p>
	<p><b>Esperanza Gallón</b> received her master's degree in clinical mental health counseling from Xavier University and her bachelor's degree in education from Miami University. She has over 10 years' experience working in schools with children and families and 8 years of counseling experience. She specializes in cognitive behavioral therapy (CBT), family therapy, and person-centered therapy. She provides individual and family therapy for children (9 years old and up), adolescents and adults. Her areas of specialty include child and adolescent behavior issues, relationship problems, anxiety, attachment issues, parenting skills, communication issues and depression. Esperanza owns Hope is Here Counseling and Consulting Services LLC in Cincinnati, Ohio. In this private practice she serves educators, creative and those in the helping professions. She enjoys helping others find their true power and hope in difficult situations. She also loves Michael Jackson and eating ice cream.</p>

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