

2023 VIRTUAL SPRING CONFERENCE

April 21-22, 2023

EVENT PROGRAM

The OCA Spring Conference brings together Counselors from across Ohio to teach, learn, and collaborate on a variety of topics. Join us to work on your general, ethics, and supervision credits for licensure.

ALL PROGRAMMING IS APPROVED FOR CSWMFT CE CREDIT FOR COUNSELORS, SOCIAL WORKERS, MFTS, AND SOME CHEMICAL DEPENDENCY PROFESSIONALS

For more information, contact ocaexec@gmail.com or (216) 438-1994.

PRESIDENT'S WELCOME



STACI TESSMER
2022-2023 OCA PRESIDENT

Welcome, Attendees!

I'm thrilled that you have chosen to attend OCA's Virtual Spring Conference, as we have some great content on the agenda. I'm especially excited for our legacy panel, where graduate students will be leading a panel discussion with the esteemed Dr. Bill Nemeec. The panel will focus on the history of counseling licensure in Ohio and the importance of professional identity for counselors.

I would like to thank all who have helped organize and facilitate the conference. I'm so grateful to be a part of a supportive counseling community and appreciate each and every one of you! I hope the conference leaves you feeling invigorated and feeling more connected with your counseling peers.

We value your feedback, so please be sure to complete the conference evaluation to allow us to continue to grow our spring conference event. Enjoy the conference! I look forward to seeing you all in sessions!

Best,
Staci Tessmer, M.A., LPCC-S, NCC, BC-TMH
2022-2023 OCA President



Thank you to the Ohio School Safety Center (OSSC)
for their silver-level sponsorship!



[HTTPS://OHIOSCHOOLSAFETYCENTER.OHIO.GOV/](https://ohioschoolsafetycenter.ohio.gov/)

Bringing Ohio Counseling to Life: Exploring the Legacy of Leadership, Licensure, and Professional Identity A Panel Discussion with Dr. William Nemec

FRIDAY, APRIL 21 FROM 9:00 TO 10:30 AM

CEs Approval Pending



William E. Nemec, Ph.D., LPCCC

Dr. Nemec has spent forty years in Education, thirty-eight of which have been in the Counseling Profession as a School Counselor, Elementary School Guidance Coordinator for the Ohio Department of Education, and Counselor Educator. He served as a Counselor Educator at University of Akron (22 years), Malone College, (4 years), and Kent State University (4 years). Dr. Nemec received his Master's Degree in Elementary School Counseling in the first NDEA V-A sponsored School Counseling Institute in Ohio at Ohio University in 1967. He coordinated the first seventeen NDEA V-A funded Elementary School Guidance Projects in Ohio from 1969-1973 as the Coordinator of Elementary School Guidance for the Ohio Department of Education. As President of the Ohio Personnel and Guidance Association (OCA), he appointed and coordinated the coalition of counseling professionals that worked from 1981-1984 to pass the Counselor licensure law. This was the culmination of a ten-year effort to pass a licensure law that was initially led by Dr. Mel Witmer (Ohio University). Dr. Nemec served on the first Counselor Licensure Board for six years (1984-1990) and helped develop the initial rules and regulations for the implementation of the law. He also served as Secretary (1994-96) and President of Chi Sigma Iota International (1998-99). Dr. Nemec helped OACES in its effort to secure an alternative path to licensure as a school counselor for those without teaching experience (2001). He served as a mentor and advisor to many graduate students at University of Akron, Malone College, and Kent State University. He was mentored by outstanding counseling professionals, particularly Dr. Mel Witmer and Dr. Jack Cochran. They provided the example, motivation, and encouragement to get involved in advocacy projects and see them through to completion. Dr. Nemec has worked closely with outstanding counseling leaders over the years, particularly Drs. Mel Witmer, Susan Sears, Tom Davis, Tom Sweeney, and Don Bubenzer.

ZOOM LINK:

[HTTPS://US02WEB.ZOOM.US/J/85914370570?PWD=B0nKSjJRWXBCOFFLBWTWWFZJT3RIZZO9](https://us02web.zoom.us/j/85914370570?pwd=B0nKSjJRWXBCOFFLBWTWWFZJT3RIZZO9)

All are welcome!

You do not need to be registered for Spring Conference to attend this panel.

THANK YOU FOR ATTENDING!

PLEASE FILL OUT AN EVALUATION FORM FOR EACH SESSION YOU ATTEND:

[HTTPS://WWW.OHIOCOUNSELING.ORG/RESOURCES/DOCUMENTS/SC2023EVALFORM.DOCX](https://www.ohiocounseling.org/resources/documents/sc2023evalform.docx)

FRIDAY, 8:00-9:00 AM BREAKOUT SESSION NO CE CREDIT		
Division	Leader(s)	Zoom Link
SAIGEO The Society for Sexual, Affectional, Intersex, and Gender Expansive Identities of Ohio	Tara Hill	To be provided
FRIDAY, 9:00-10:30 AM		
Title	Presenters	Day/Time/CEs
Keynote Panel: Bringing Ohio Counseling to Life: Exploring the Legacy of Leadership, Licensure, and Professional Identity	Dr. William Nemec	FRIDAY 9:00-10:30 am CEs Approval Pending
FRIDAY, 10:45-11:45 AM		
Title	Presenters	Day/Time/CEs
Perinatal Mood & Anxiety Disorders: An Overview	Brooke C. Wilson	Session 1 FRIDAY 10:45-11:45 am 1 General CE
Social Anxiety Disorder: Conceptualization and Treatment	Brad Imhoff	Session 2 FRIDAY 10:45-11:45 am 1 General CE

FRIDAY, 12:00-1:00 PM		
Title	Presenters	Day/Time/CEs
Supervision, Suicide, and Supervisees	Emily Ribnik	Session 3 FRIDAY 12:00-1:00 pm 1 Supervision CE
Breadwinner Mothers During COVID-19: Implications for Counseling from an IPA Inquiry	Rebecca D. Miller	Session 4 FRIDAY 12:00-1:00 pm 1 General CE
FRIDAY, 1:15-2:15 PM		
Title	Presenters	Day/Time/CEs
Trauma-Informed Cultures of Care: Moving Beyond SAMHSA for Counseling Professionals	Sarah Hendrickson Katie Kurtz	Session 5 FRIDAY 1:15-2:15 pm 1 General CE
Common Ethical Issues When Working with Substance Use Disorder Clients	Martina Moore	Session 6 FRIDAY 1:15-2:15 pm 1 Ethics CE
FRIDAY, 2:30-3:30 PM		
Title	Presenters	Day/Time/CEs
Addressing Addiction Counseling Competencies in Supervision: A Primer for Supervisors and Supervisees	Victoria Giegerich Madison Blyer	Session 7 FRIDAY 2:30-3:30 pm 1 Supervision CE
Navigating Insurance Claims: Foundations for Advocacy	Adrienne Johnson Martha Flemming	Session 8 FRIDAY 2:30-3:30 pm 1 General CE

FRIDAY, 3:45-4:45 PM

Title	Presenters	Day/Time/CEs
Literally Can't Even: A Transdiagnostic Approach to Experiential Avoidance	Michael Desposito Katie R. Gamby Madison Blyer	Session 9 FRIDAY 3:45-4:45 pm 1 General CE
Integrating the Reflective Model of Triadic Supervision and the Multicultural Orientation Framework in Multicultural Supervision	Anniesha Lyngdoh Yegan Pillay	Session 10 FRIDAY 3:45-4:45 pm 1 Supervision CE

FRIDAY, 5:00-6:00 PM

Title	Presenters	Day/Time/CEs
A Tale of Two Clinicians: Mental Health Clinicians as Suicide Survivors	Emily Ribnik Shannon Ortiz	Session 11 FRIDAY 5:00-6:00 pm 1 General CE
Good Grief! Counseling Groups for Children Grieving the Loss of a Loved One	Suzanne M. Dugger	Session 12 FRIDAY 5:00-6:00 pm 1 General CE

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**SATURDAY, 8:00-9:00 AM
BREAKOUT SESSION
NO CE CREDIT**

Committee	Leaders	Zoom Link
DEICDC Diversity, Equity, Inclusion, and Cultural Dignity Committee	Jim Hightower Sherdene Simpson	To be provided

SATURDAY, 9:00-10:00 AM

Title	Presenters	Day/Time/CEs
Beyond the Buzzword: How Self-Compassion Expands the Counselor's Understanding of Self-Care	Amanda Shuluga Sean McKinney Kelly Smith	Session 13 SATURDAY 9:00-10:00 am 1 General CE
Complex Trauma Treatment Strategies and the Intersectionality of Advocacy	Yaro Garcia Julieta Wenk Frank Gorritz Sean Hall Suzanne Dugger	Session 14 SATURDAY 9:00-10:00 am 1 General CE

SATURDAY, 10:15-11:15 AM

Title	Presenters	Day/Time/CEs
Understanding the Developing Brain: Regulate, Relate, Reason	Rebecca Hug	Session 15 SATURDAY 10:15-11:15 am 1 General CE
Strategies to Address Social Justice Issues in Schools	Delila Owens Fawn Gordon	Session 16 SATURDAY 10:15-11:15 am 1 General CE

SATURDAY, 11:30 AM-12:30 PM

Title	Presenters	Day/Time/CEs
Gender and Grief: Going Beyond Stereotypes	Kailey A. Bradley	Session 17 SATURDAY 11:30-12:30 pm 1 General CE
Evidenced Based and Integrated Treatments for Adolescent Substance Use	Erin Parsons-Christian	Session 18 SATURDAY 11:30-12:30 pm 1 General CE

SATURDAY, 12:30-1:00 PM BREAKOUT SESSION NO CE CREDIT

Committee	Leaders	Zoom Link
MPRM / Podcast Subcommittee Media, Public Relations, and Membership Committee	Kelly Bylewski Leah Aki Wood	To be provided

SATURDAY, 1:00-2:00 PM

Title	Presenters	Day/Time/CEs
Supporting Grieving Students in School Settings: Creative Approaches for School Counselors	Yahyahan Aras	Session 19 SATURDAY 1:00-2:00 pm 1 General CE
Identifying Predictors of Undergraduate Problematic Substance Use	Stephanie Maccombs-Hunter	Session 20 SATURDAY 1:00-2:00 pm 1 General CE

SATURDAY, 2:15-3:15 PM

Title	Presenters	Day/Time/CEs
Culturally-Informed Clinical Supervision: Exploring Different Models for International Supervisees	Kübra Civan Yegan Pillay	Session 21 SATURDAY 2:15-3:15 pm 1 Supervision CE
Family-Focused Prevention and Intervention of Substance Use Disorders	DoHee Kim-Appel	Session 22 SATURDAY 2:15-3:15 pm 1 General CE

SATURDAY, 3:30-4:30 PM

Title	Presenters	Day/Time/CEs
Preparing Counselors in Training for Assessing Suicide Risk by Implementing Creative Approaches	Mykka Gabriel	Session 23 SATURDAY 3:30-4:30 pm 1 General CE
Developing a Research Identity in Counselor Education	Darcy Haag Granello Mickey Lin Rumbidzai Mushunje Sangeun Lee Kristen Toole	Session 24 SATURDAY 3:30-4:30 pm 1 General CE

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PRESENTATION DETAILS



Friday, April 21

In order of presentation

FRIDAY 10:45-11:45 AM

Session 1

Perinatal Mood & Anxiety Disorders: An Overview

Brooke C. Wilson, LPC, MS, NCC, PMH-C, IMH-E of Empowered Wellness Connections, PLLC

The perinatal period is one of the most vulnerable times a family can experience. This presentation will define Perinatal Mood and Anxiety Disorders, identify risk factors for women who develop Perinatal Mood and Anxiety Disorders, discuss and explore different screening tools for PMADs, and identify and discuss ways to support families affected by Perinatal Mood and Anxiety Disorders. (1 General CE)

Session 2

Social Anxiety Disorder: Conceptualization and Treatment

Brad Imhoff, Ph.D., LPC of Liberty University

Roughly 13% of the US population meets the criteria for Social Anxiety Disorder (Kessler et al., 2005). More recent studies suggest it is on the rise, especially among young people (Jeffries & Ungar, 2020). Individuals also go an average of 15-20 years before receiving treatment (American Psychiatric Association, 2022), which results in a lot of missed opportunities for those who suffer from it. Symptoms of Social Anxiety Disorder may be mistaken by the general public, and even those who suffer from it, as shyness or a type of character flaw (Belzer, et al., 2005). With its high prevalence rate and the difficulty of fully understanding it, it is important that counselors know how to recognize and address social anxiety and provide clients with the tools to manage it. This presentation provides participants with a clearer understanding of social anxiety and its negative impact on client functioning. Attendees will learn a variety of cognitive, behavioral, and mindfulness interventions used to help manage social anxiety. (1 General CE)

FRIDAY 12:00-1:00 PM

Session 3

Supervision, Suicide, and Supervisees

Emily Ribnik, LPCC-S of Light After Loss and NEOMED's Criminal Justice Coordinating Center of Excellence

The suicide of a client can have pervasive professional and personal impact on a supervisee. This presentation offers an opportunity for supervisors to widen their understanding of these possible impacts and how their supervisory relationship with a supervisee can protect the supervisee from the most distressing impacts. Supervisors will learn what the possible impact of a client suicide may be on a supervisee, how these impacts may differ between a graduate student and a licensed supervisee, engage in reflective activities to better understand the culture and climate of their site, and learn additional suggestions to enhance their supervision to both prepare for and appropriately respond to the suicide of a client. (1 Supervision CE)

Session 4

Breadwinner Mothers During COVID-19: Implications for Counseling from an IPA Inquiry

Rebecca D. Miller, Ph.D., ATR-BC, ATCS, CCLS of Ursuline College

This session presents research findings examining the lived experiences of breadwinner mothers who concurrently worked remotely and facilitated remote schooling for their children during the COVID-19 pandemic. Interpretative phenomenological analysis (IPA), intersectionality, and gender theories informed the research design and analyses. Practical implications for counseling practice and advocacy to effectively support the mental health needs of breadwinner mothers will be highlighted. (1 General CE)

PRESENTATION DETAILS



Friday, April 21

In order of presentation

FRIDAY 1:15-2:15 PM

Session 5

Trauma-Informed Cultures of Care: Moving Beyond SAMHSA for Counseling Professionals

Sarah Hendrickson, M.ED of Ohio University and Evellere Group

Katie Kurtz, MSW, LISW-S of Evellere Group

Trauma-Informed Care is vastly defined and uniquely implemented in most therapeutic environments. This lack of agreed-upon definition, as well as a protocolized way to extrapolate the “how,” is a sticking point for many organizations as they attempt to integrate trauma-informed care principles. Most trauma-informed organizational programs take a back seat to other operational priorities for counselors and, candidly, are difficult to implement in real-time, real-life therapeutic circumstances. This workshop honors the foundation of SAMHSA’s contributions to trauma-informed care but takes attendees beyond the what and when to the why and how. Our evidence-based approach to trauma-informed cultures of care is adaptable and adoptable across all aspects of the caregiving industry and beyond. Attendees will experience what a trauma-informed culture of care feels like in real-time, will develop a deeper understanding of trauma as a critical social driver of health, and will acquire practical, ready-to-use trauma-informed skills for their practices and their own personal journeys. (1 General CE)

Session 6

Common Ethical Issues When Working with Substance Use Disorder Clients

Martina Moore, Ph.D., LPCC-S, LICDC-CS, CEAP, SAP of Moore Counseling & Mediation Services, Inc.

The goal of this presentation is to review common ethical dilemmas that counselors may find themselves addressing when working with clients who have a substance use disorder. This workshop will cover foundational ethical principles in order to ensure that all participants understand their ethical responsibilities. This will be accomplished by:

- 1. Reviewing the ACA ethical codes.*
- 2. Ensuring that participants understand the ethical concepts of confidentiality, privacy, informed consent, the scope of practice, and empirically based interventions.*
- 3. Examining the role of professional and personal values in the counseling process.*
- 4. Defining the core ethical principles of autonomy, beneficence, fidelity, justice, non-maleficence, and veracity.*

Once this has been accomplished, participants will be invited to consider case examples in order to resolve ethical dilemmas using an established ethical decision-making model. Participants should leave the presentation with an enhanced understanding of how to apply their ethical principles and fulfill their ethical responsibilities. (1 Ethics CE)

FRIDAY 2:30-3:30 PM

Session 7

Addressing Addiction Counseling Competencies in Supervision: A Primer for Supervisors and Supervisees

Victoria Giegerich, Ph.D., LPCC-S, LICDC of Malone University

Madison Blyer, B.S., CT Masters Student at Malone University

Supervision within substance use disorder (SUD) treatment settings comes with unique challenges and considerations. Supervisees may present with little training specific to SUDs, believe SUD treatment is outside their scope of practice, or hold stigmatizing views of clients (Madson et al., 2009). Intergenerational training differences may cause a mismatch in expectations and value for evidence-based knowledge over experiential knowledge (Ashford & Brown, 2017; Ashford et al., 2018). Supervisor or supervisee recovery status may result in different expectations of treatment and supervision (Culbreth, 2003; Culbreth & Cooper, 2008). Nevertheless, effective clinical supervision accounts for 16% of the variance in client recovery outcomes (Callahan et al., 2009). Thus, supervision remains a key intervention in the training of SUD professionals and the effective treatment of clients alike. This session will detail common strains in the supervisory alliance as result of unique challenges in SUDs treatment settings, and ways to repair strains to improve supervisory outcomes, enhance supervisees’ addiction counseling competencies, and ultimately support client outcomes. A case example will be provided and discussed to demonstrate a repair framework within SUDs supervision.

(1 Supervision CE)

PRESENTATION DETAILS



Friday, April 21

In order of presentation

FRIDAY 2:30-3:30 PM

Session 8

Navigating Insurance Claims: Foundations for Advocacy

Adrienne Johnson, LPCC-S of Wright State University

Martha Flemming, M.A., LPCC-S, LICDC of New Source Counseling Center

The OCA Behavioral Health Providers for Insurance Advocacy (OBHPIA) presents several important insurance issues and essential terminology to help practitioners navigate insurance claims, denials, reimbursement, records, and credentialing. In a 2022 survey by the Behavioral Health Providers for Insurance Advocacy, respondents reported a greater need for guidance and transparency when communicating with insurance companies on clients' behalf, and expressed frustration with the lack of clarity and efficiency regarding the claims process. And new practitioners often express the need for more training on terminology including CAQH, CPT Codes, Reimbursement, and Negotiating Rates. (1 General CE)

FRIDAY 3:45-4:45 PM

Session 9

Literally Can't Even: A Transdiagnostic Approach to Experiential Avoidance

Michael Desposito, M.A., LPCC-S, DBTC of The Wellife, LLC

Katie R. Gamby, Ph.D., LPCC-S, CWC of Malone University

Madison Blyer, B.S., CT Masters Student at Malone University

Experiential avoidance (EA), defined as a rigid pattern of seeking to avoid or escape unwanted internal experiences such as distressing thoughts, emotions, or physical sensations (Hayes et al., 1999), is a unique psychological construct with a vast body of research that supports the proposition that EA is the most critical functional process relevant to mental and emotional disorders across the DSM-5-TR (Akbari et al., 2022). Several acceptance and mindfulness based transdiagnostic therapies recognize EA as a central tenet within the etiology and maintenance of psychopathology (Boulanger et al., 2010). With the rise of transdiagnostic treatments to address functional psychological based processes over diagnostic syndromes, the clear benefit of informing treatment to address EA concerns is of critical importance for counselors. This experiential presentation will define EA and transdiagnostic treatments to support counselors to address mental and emotional disorders for improving clinical outcomes. (1 General CE)

Session 10

Integrating the Reflective Model of Triadic Supervision and the Multicultural Orientation Framework in Multicultural Supervision

Anniesha Lyngdoh, MPhil, MSc Doctoral Student at Ohio University

Yegan Pillay, Ph.D., P.C.C.-S of Ohio University

Clinical supervision is considered an integral component in the counseling profession, and supervisors are responsible for promoting supervisee growth while protecting clients' well-being and providing competent multicultural supervision becomes necessary in clinical supervision. Since 2001, the Council for Accreditation of Counseling & Related Educational Programs has continued to support triadic supervision as one of the acceptable forms of supervision for practicum and internship students at CACREP accredited counseling programs (CACREP, 2016). However, several studies have also highlighted the lack of research, conceptual frameworks, and literature on triadic supervision. This presentation aims to explore the interconnectedness between the Reflective Model of Triadic Supervision and the Multicultural Orientation Framework in multicultural supervision. Exploring the interconnectedness between the Reflective Model of Triadic Supervision and the Multicultural Orientation Framework in multicultural supervision is important because it allows for a more comprehensive and effective approach to addressing the unique challenges and considerations that arise in multicultural supervision contexts. The Reflective Model of Triadic Supervision focuses on the development of reflective practice and the fostering of a collaborative and supportive learning environment, while the Multicultural Orientation Framework highlights the importance of cultural humility, cultural opportunities, and cultural comfort in addressing issues of diversity and social justice. By combining these two frameworks, supervisors can create an inclusive and effective environment that addresses the specific needs and concerns of supervisees from diverse cultural backgrounds. (1 Supervision CE)

PRESENTATION DETAILS



Friday, April 21

In order of presentation

FRIDAY 5:00-6:00 PM

Session 11

A Tale of Two Clinicians: Mental Health Clinicians as Suicide Survivors

Emily Ribnik, LPCC-S of Light After Loss and NEOMED's Criminal Justice Coordinating Center of Excellence

Shannon Ortiz, LPCC-S of Light After Loss

Mental health clinicians aren't always viewed by the public, nor by themselves, as suicide survivors. However, with an estimated 50% of those that die by suicide being actively engaged in mental health care at the time of their death, mental health clinicians may be unique suicide survivors due to their relationship with the deceased. This complicated relationship can have direct impacts on how the mental health clinician manages their response to the suicide death. These impacts can show up in both their personal and professional lives. Stigma about suicide and concerns about being judged by peers are significant influences for mental health clinicians. Both presenters are survivors of suicide in multiple identities of their lives. They will discuss their different experiences as people and as mental health clinicians. Research on the impact of client suicide on mental health clinicians will also be presented. The presenters will also guide attendees through caring and advocating for themselves, as well as others, at their organizations and agencies after a client completes suicide. (1 General CE)

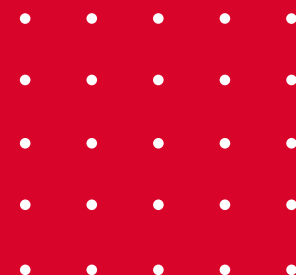
Session 12

Good Grief! Counseling Groups for Children Grieving the Loss of a Loved One

Suzanne M. Dugger, LPC, NCC, ACS, Certified School Counselor of Florida Gulf Coast University

The words "good" and "grief" are not a natural pairing, unless uttered by Charlie Brown. Indeed, grieving the death of a loved one can be incredibly difficult for children, especially when their parents are also grieving. Group counseling represents a powerful opportunity to help these children. This session will introduce you to developmental, cultural, and practical considerations for designing a grief group for children, provide you with details about the eight steps of running grief groups, and offer you detailed session descriptions for an 8-session group. (1 General CE)

PRESENTATION DETAILS



Saturday, April 22

In order of presentation

SATURDAY 9:00-10:00 AM

Session 13

Beyond the Buzzword: How Self-Compassion Expands the Counselor's Understanding of Self-Care

Amanda Shuluga, LPC Doctoral Student at John Carroll University

Sean McKinney, CT Masters Student at John Carroll University

Kelly Smith, CT Masters Student at John Carroll University

In the field of counseling, we talk about the importance of taking care of ourselves. In fact, the topic of "self-care" has risen in popularity in the last few years and has become a buzzword to describe the antidote to burnout. However, many challenges that professionals face are complex and all too often the advice given to take care of oneself falls short of what it truly means to practice self-care. The presenters, therefore, propose going beyond traditional self-care by discussing it from a self-compassion perspective. We will introduce techniques that can be shared with counseling students, professionals, and educators to manage burnout, increase resilience, and improve the efficacy of each individual's practice. This presentation aims to spark a discussion on how to care for oneself in a deeper and more meaningful way. (1 General CE)

Session 14

Complex Trauma Treatment Strategies and the Intersectionality of Advocacy

Yaro Garcia, Ph.D., LMHC of Florida Gulf Coast University

Julieta Wenk, LMHC of Florida Gulf Coast University

Frank Gorritz, Ph.D., M.S. of Florida Gulf Coast University

Sean Hall, Ph.D., M.A., B.A. of Florida Gulf Coast University

Suzanne Dugger, LPC, NCC, ACS, Certified School Counselor of Florida Gulf Coast University

This panel presentation will address a variety of creative strategies for trauma-informed counseling, including brain-spotting and EMDR, as well as needs specific to a variety of populations, including LGBTQIA, children, abuse survivors, and survivors of violent crimes. (1 General CE)

SATURDAY 10:15-11:15 AM

Session 15

Understanding the Developing Brain: Regulate, Relate, Reason

Rebecca Hug, LPCC-S Doctoral Candidate at Kent State University

This workshop will review how the brain develops from the bottom up. Participants will learn strategies for redirecting young brains and reframing how parents and guardians support and correct their kids. Participants will walk away with an understanding of brain development, neural networks, impacts of trauma on brain development, strategies for engaging children, and techniques to help parents and guardians reframe their interactions with and corrections of their children. Resources including relevant research articles and books will be provided. Participants will have the opportunity to practice application of workshop content through case studies as well as brainstorm ways to implement content in their unique counseling settings. (1 General CE)

Session 16

Strategies to Address Social Justice Issues in Schools

Delila Owens, Ph.D., LPC, SCL of the University of Akron

Fawn Gordon, Ph.D., LPCC of Ursuline College

School counselors advocate within academic arenas (American School Counselor Association, 2019a; Stone & Dahir, 2016; Reese, 2021). They are aware of systemic oppression and the intersection of multiple social identities when operating within systems (Ratts & Greenleaf, 2017; Sue et al., 2019). School counselors are also in a unique position to support those most marginalized. The goal of this presentation will be to introduce data regarding school counselors' perceived social justice issues in their buildings. The presenters will provide specific strategies that seek to address the issues raised (e.g., the achievement gap, supporting LGBTQ youth and racism). (1 General CE)

PRESENTATION DETAILS



Saturday, April 22

In order of presentation

SATURDAY 11:30 AM-12:30 PM

Session 17

Gender and Grief: Going Beyond Stereotypes

Kailey A. Bradley, MA, LPCC-S, NCC, FT Doctoral Candidate at Ohio University

Misconceptions abound when it comes to the grief process. One misconception is that men and women grieve differently! Indeed, cultural messages about gender impact how we grieve. However, this training seeks to dispel myths about gender and grief by introducing participants to the concept of grieving styles. Dr. Ken Doka (1999) developed the paradigm of grieving styles to explain and explore the unique relationship between grief and gender. This paradigm provided language on grief and gender that transcend stereotypes about gender to conform the reality that grief responses are impacted by many things including but not limited to cultural messages about gender. (1 General CE)

Session 18

Evidenced Based and Integrated Treatments for Adolescent Substance Use

Erin Parsons-Christian, LPCC-S Doctoral Candidate at The Ohio State University

This presentation provides psychoeducation on how adolescent substance use is a major risk factor for co-occurring mental health disorders, criminal behavior, and substance dependence later in life. Available evidence-based treatments and interventions (i.e., Multisystemic Therapy, Functional Family Therapy, Multidimensional Family Therapy, Culturally Informed Flexible Family Treatment) will be discussed. Furthermore, options for how to link clients with these programs will be provided. (1 General CE)

SATURDAY 1:00-2:00 PM

Session 19

Supporting Grieving Students in School Settings: Creative Approaches for School Counselors

Yahyahan Aras, Ph.D. of John Carroll University

Death is one of the universal social issues that can impact each student in school settings. Existing research showed that grieving students felt ignored, isolated, embarrassed, uncertain, and different, and they thought that their school personnel including school counselors gave them little support or understanding (Quinn-Lee, 2014). Therefore, school counselors need a working knowledge of grief work that could help their students to manage the grief process in addition to creating a safe and supportive environment for them to cope with their loss. This presentation offers suggestions and creative counseling approaches for strengthening school-based grief support for students. (1 General CE)

Session 20

Identifying Predictors of Undergraduate Problematic Substance Use

Stephanie Maccombs-Hunter, Ph.D., LPCC-S, LICDC, CRC of Ohio University

The misuse of alcohol and other drugs has a significant negative impact worldwide, in the United States, and particularly among vulnerable young adults. Undergraduate college students face additional risks for alcohol or drug use due to the significant transitions occurring in their personal, social, and environmental lives. The consequences of alcohol or drug use to the college student population and relevant stakeholders are well documented. To prevent and mitigate these consequences, it is essential to understand factors that predict those behaviors. More specifically, it is imperative to understand factors that predict alcohol or drug use that results in negative consequences, or problematic use. Psychological distress and impulsivity have been identified as predictors of other high-risk behaviors among college students, but their predictability of problematic alcohol or drug use among the undergraduate college student population is unclear. This presentation describes an original research study with 481 participants that investigated whether psychological distress (i.e., depression, anxiety, and stress) and impulsivity among undergraduate college students between the ages of 18 and 25 could predict problematic alcohol or drug use. A secondary aim of this study was to determine whether there was a relationship between problematic alcohol use and problematic drug use. As a result of attending this presentation, participants will learn the design and findings of this study, learn practical prevention and intervention strategies to address problematic alcohol or drug use among undergraduate college students based on the study's results, and explore suggestions for future research. (1 General CE)

PRESENTATION DETAILS



Saturday, April 22

In order of presentation

SATURDAY 2:15-3:15 PM

Session 21

Culturally-Informed Clinical Supervision: Exploring Different Models for International Supervisees

Kübra Civan, MS, LPC Doctoral Candidate at Ohio University

Yegan Pillay, Ph.D., P.C.C.-S of Ohio University

Clinical supervision is an important tool for mental health professionals. It is designed to improve the skills of those being supervised while also protecting clients' rights (Veilleux et al., 2014). CACREP (2016) outlines the requirements for supervision, which include providing at least one hour of individual and 1.5 hours of group supervision per week during practicum and internship. In addition, doctoral programs mandate further supervision of supervision. Bernard and Goodyear (2018) have identified three core principles for clinical supervision: that it is an intervention in itself; that mental health professionals share similar supervision skills; and that it fosters supervisee competence (Goodyear & Rousmaniere, 2017). Different models, such as psychotherapy, developmental, and process groups, provide a basis for supervisors to offer culturally appropriate supervision to international counseling students (Bernard & Goodyear, 2018). This proposal seeks to evaluate the various models of clinical supervision and make an argument for a model that is effective in providing culturally appropriate supervision to international counseling students. (1 Supervision CE)

Session 22

Family-Focused Prevention and Intervention of Substance Use Disorders

DoHee Kim-Appel, Ph.D., LPCC-S, IMFT-S, LICDC, ATR-BC, NCC of Heidelberg University

Research has revealed that the etiology of substance use encompasses a complex network of interactive social, biological, and genetic factors, which exhibits different levels of expression across development. The elements for substance use generally fall into three major domains: the individual, the family, and the social environment. This presentation will examine the treatment of substance use disorders through the "family lens" view of systems theory and practice. The presentation will address (1) the critical role of families; (2) principles of effective family-focused intervention strategies to help the clients who are reluctant to receive addiction treatment. (1 General CE)

SATURDAY 3:30-4:30 PM

Session 23

Preparing Counselors in Training for Assessing Suicide Risk by Implementing Creative Approaches

Mykka Gabriel, M.Ed., LPCC Doctoral Student at Kent State University

The topic of suicide is sensitive and complex. This presentation will demonstrate how integrating creative approaches to suicide training may enhance the experiential learning process and adhere to different styles of learning. With suicide being one of the leading causes of death in the United States, counselors are more than likely to encounter a client with suicidal thinking (Binkley & Leibert, 2015). Research suggests that counselors in training can feel insecure about how to process fundamental skills of assessing suicide risk (Binkley & Leibert, 2015) and can cause hesitation in counselor educators to teach the topic of suicide (Watkins et al. 2016). Integrating creative approaches, with existing methods of training, may provide deeper insight and self-efficacy into the fundamental of assessing suicide risk. (1 General CE)

PRESENTATION DETAILS



Saturday, April 22

In order of presentation

SATURDAY 3:30-4:30 PM

Session 24

Developing a Research Identity in Counselor Education

Darcy Haag Granello, LPCC-S of The Ohio State University

Mickey Lin, M.Ed., NCC Doctoral Student at The Ohio State University

Rumbidzai Mushunje, LPC, NCC Doctoral Student at The Ohio State University

Sangeun Lee, M.Ed. Doctoral Student at The Ohio State University

Kristen Toole, LPCC-S Doctoral Student at The Ohio State University

Developing a professional identity as a researcher is more than developing research skills, yet most doctoral program focus their research courses almost exclusively on statistics and research design with the hope that these will instill in students the lifelong passion and commitment to become researchers. Facilitators will share an innovative doctoral course called “Developing a Research Identity in Counselor Education” that uses meta-cognitive, affective, and experiential approaches that use intentional and self-reflective strategies. Pedagogical approaches help students envision themselves as researchers, allowing them to acquire new role behaviors and new views of the self. One of the central tenets is that each student is on a different developmental journey and there is no right path. Having multiple models and mentors, as well as readings and activities that emphasize the many differing paths that researchers have taken underscores that no one has to conform to a preconceived idea of ‘success’ or must ‘become’ an image of a traditional researcher that may hold little appeal. Alternative ways of leading the life of a researcher are seldom explored in traditional research classes. Giving students the opportunity to immerse themselves in the lives of researchers and in the narratives of research threads that truly interest them can help light the spark of curiosity that ignites their desire to become a researcher. Attendees will leave equipped with curriculum templates and descriptions of course assignments to create a course or to explore the development of a research identity as part of an individual journey. (1 General CE)

SPEAKER PHOTOS & BIOS

in alpha order/last name



SESSION 19

Yahyahan Aras, Ph. D. is a school counselor educator with a doctoral degree. He has worked in school settings as a school counselor where he provided counseling services to students experiencing loss and grief. He also has received intensive training on the topic of grief from the leading practitioners in the field.



SESSIONS 7, 9

Madison Blyer, B.S., CT is a masters student and chemical dependency counselor assistant in her final semester of internship with experience working with adults, children and adolescents from a mindfulness and acceptance approach. She has counseling experience with mood disorders, substance use disorders, life transitions, and LGBTQI+ affirmative therapy, and has led groups for the Cleveland Clinic's ADHD Center for Evaluation and Treatment. Additionally, she has conducted and presented research on dialectical thinking in collegiate athletes.



SESSION 17

Kailey Bradley, MA, LPCC-S, NCC, FT is a doctoral candidate in Counselor Education and Supervision. She is a Licensed Professional Clinical Counselor in the state of Ohio with supervisory designation as well as a clinical thanatologist credentialed through ADEC (Association of Death Educators and Counselors). She currently is a fellow in thanatology where she researches the unique intersections of grief on things such as sexuality, spirituality, and relationships. Her primary clinical experience has been in hospice care as a bereavement counselor with special expertise in children's bereavement, disenfranchised grief, and chronic illness. Kailey also teaches courses on grief counseling as well as death and dying courses. She has conducted over 50 trainings on grief. Kailey's goal through all of her trainings, workshops, and classes is to create a space where the normal plethora of grief is welcome and validated.



SESSION 21

Kübra Civan, MS, LPC is a third-year international doctoral candidate from Turkey in the Counselor Education and Supervision program at Ohio University. She completed both her mental health counseling bachelor's and master's degrees in Turkey and additionally studied graduate-level courses at Texas A&M University-Corpus Christi (TAMUCC). Her master's thesis and doctoral dissertation focus on college students' mental health help-seeking behaviors, understanding the stigma around mental health, and the impact of counseling professional identity. Kübra worked as a school counselor on the border of Syria in an active war zone before coming to the USA to pursue her Ph.D. and is working as an Adjunct Professor at Youngstown State University and a Reflective Practitioner Supervisor at the North-western University-Family Institute. Currently, she serves as the president of the Ohio University Graduate Student Senate.

SPEAKER PHOTOS & BIOS

in alpha order/last name



SESSION 9

Michael Desposito, M.A., LPCC-S, DBTC is a certified dialectical behavioral therapist (DBT), clinical supervisor, and adjunct professor. He has presented and published research on emotional regulation, transdiagnostic therapies, wellness, and wellness for LGBTQ+ youth. He co-owns a private practice in Canton, Ohio dedicated to serving individuals with mental and emotional disorders and serves as an executive member of several Ohio and national counseling boards.



SESSIONS 12, 14

Suzanne M. Dugger, LPC, NCC, ACS, Certified School Counselor is certified as a Trauma and Loss School Specialist through the National Institute for Trauma and Loss in Children. She has five years of experience as an elementary school counselor in which she frequently ran grief groups for children. She is now a counselor educator.



SESSION 8

Martha Flemming, M.A., LPCC-S, LICDC has been in the counseling field since 1983. She is experienced in the diagnosis and treatment of a variety of concerns. These include addictions, mood disorders such as depression and anxiety, grief, life transition issues, spirituality, marriage and family concerns, premarital counseling, relationship problems, past abuse/trauma, personality disorders, and other issues. She counsels older children, adolescents, and adults. A graduate of Hiram College and Ashland Theological Seminary, Martha is a Licensed Professional Clinical Counselor and a Licensed Independent Chemical Dependency Counselor in the state of Ohio. She is also a Level II EMDR trained counselor with a specialty in trauma recovery. She maintains active participation in professional organizations, and has held a number of offices in the Ohio Counseling Association including a term as President of the organization.



SESSION 23

Mykka Gabriel, M.Ed., LPCC is a second-year doctoral student in the Counselor Education and Supervision program at Kent State University. She has a clinical background in crisis counseling with a specialization in trauma, depression, and anxiety. She serves on multiple academic and community committees that focus on suicide prevention, advocacy, and counselor development. With a passion for cross-cultural counseling experiences, she has engaged in multiple projects focused on multicultural competency and responsiveness. She has taken advanced teaching courses and has received positive evaluations for utilizing creativity in the classroom and counseling approaches.

SPEAKER PHOTOS & BIOS

in alpha order/last name



SESSION 9

Katie R. Gamby, Ph.D., LPCC-S, CWC is a program director and associate professor of Counselor Education, clinical supervisor, and certified wellness counselor with presentations and publications in referral practices of counselors to complementary health professionals, wellness, and decolonizing wellness in the counseling field. She co-owns a private practice in Canton, Ohio dedicated to serving individuals with mental and emotional disorders and serves as an executive member of several Ohio and national counseling boards.



SESSION 14

Yaro Garcia, Ph.D., LMHC is a National Expert in the field of Human Trafficking. She has 13 years of experience providing trauma treatment. She is certified in EMDR brain spotting and prolonged exposure therapy. Her specialty areas include cross-cultural and bilingual education, supervision, counseling, program development, and advocacy.



SESSION 7

Victoria Giegerich, Ph.D., LPCC-S, LICDC is an Assistant Professor of Counseling and Psychology at Malone University and maintains a private practice in Ohio. Her clinical background includes the assessment, diagnosis, and treatment of adults with co-occurring substance use and mental disorders with a specific focus on trauma-informed care. Her teaching and curriculum development focus on addictions counseling, practicum, and group counseling. Her scholarship focuses on clinical supervision in substance use disorder treatment settings, motivational interviewing, community readiness, and culturally responsive practices in counseling.



SESSION 16

Fawn Gordon, Ph.D., LPCC is an assistant professor at Ursuline College in the Counseling and Art Therapy Department. She serves as the president for the North Central Ohio Counseling Association, the secretary of the Ohio Association for Spiritual, Ethical, and Religious Values in Counseling, and co-chairs the Ohio Counseling Association's Graduate Student Committee. As a licensed professional clinical counselor, she has experience working in a variety of settings, including schools.

SPEAKER PHOTOS & BIOS

in alpha order/last name



SESSION 14

Frank Gorritz FitzSimons, Ph.D., LPC is an Assistant Professor of Clinical Mental Health Counseling at Florida Gulf Coast University and a licensed professional counselor. Dr. Gorritz FitzSimons is a nationally recognized scholar and counselor educator on topics including providing affirmative counseling care to queer and transgender communities of color, providing multicultural supervision, utilizing diverse approaches to counseling work, as well as addressing and disrupting white supremacy in counselor education. His ongoing research interests include enhancing an understanding of minority stress, improving social justice counseling competencies, and promoting affirming approaches to substance use counseling practice. Dr. Gorritz FitzSimons has also received the Counselors for Social Justice 'Ohana Award in 2022 for his dedication to social justice across communities in both counseling and advocacy work.



SESSION 24

Darcy Haag Granello, LPCC-S is the faculty member who developed the 'Developing a Research Identity in Counselor Education' course and has taught the course six times over the past decade. The course was developed based on her experience with doctoral students taking multiple research courses yet struggling to synthesize the information from those courses into the creation of an identity as a researcher. This coincided with her own research and interest in the development of counselor identity as well as her interest in research and in enhancing the quality of research in the field. She is a former quantitative editor for CE&S and a member of the ACES research mentorship guidelines committee. She has multiple publications and presentations related to pedagogy within the field of counselor education with a specific interest in understanding the cognitive development of counselors and how counseling students are taught to help move them toward higher levels of complexity.



SESSION 14

Sean Hall, Ph.D., M.A., B.A. earned a Bachelor's degree in Psychology and a Master's in Mental Health Counseling from Florida Gulf Coast University (FGCU). He later completed his doctorate at Old Dominion University (ODU) in Counseling with an emphasis on both quantitative research methods and advanced group counseling techniques. Dr. Hall's research interests focus on helping to improve both the experience and effectiveness of mental health counseling for clients presenting with complex mental health needs. Prior to his return to FGCU, Dr. Hall served as a faculty member and clinic director in the Department of Human Services at the University of Alabama at Birmingham. Dr. Hall is a member of the American Mental Health Counselors Association (AMHCA), where he currently serves as an associate editor for the Journal of Mental Health Counseling.



SESSION 25

Sarah Hendrickson, M.ED is an experienced social impact consultant and trauma-informed strategist. She has a demonstrated history of success in community engagement, hospital and health care settings, K-12 and higher education. A subject matter expert on trauma-focused programming, relational health education, and strategic administration, Sarah developed a nationally recognized recovery program for trauma survivors and an award-winning peer mentorship model that serves as the flagship model for Essential Healthcare Systems. A seasoned educator and public speaker, Sarah shares this model, message, and mission across the country and beyond. Sarah received her education from Ohio University in Athens, Ohio with a Bachelor of Science in Hearing, Speech, and Language Sciences and a Master of Education in Counseling. She is currently completing her Ph.D. in Counselor Education and Supervision. Her research focuses on readying individuals and systems to best care for people and communities that have and continue to experience trauma.

SPEAKER PHOTOS & BIOS

in alpha order/last name



SESSION 15

Rebecca Hug, LPCC-S is the founder of Wild Oak Counseling & Professional Advancement, a practice focused on breaking the impacts of generational and systemic trauma. She is a doctoral candidate and adjunct faculty member at Kent State University. Rebecca has experience helping clients, students, and professionals understand the developmental impacts of trauma and ways to integrate sustainable healing practices.



SESSION 2

Brad Imhoff, Ph.D., LPC earned a Ph.D. in Counselor Education from Ohio University. He currently serves as the Director of the MA in Addiction Counseling program and is an Assistant Professor in the CMHC program at Liberty University. Dr. Imhoff's scholarly interests include the understanding and treatment of Social Anxiety Disorder, substance and behavioral addictions, and also counselor well-being and self-care.



SESSION 8

Adrienne Johnson, Ph.D. earned her doctorate in Counselor Education from the University of Arkansas-Fayetteville in 2007. She is an Associate Professor in the Clinical Mental Health Counseling program at Wright State University in Dayton, Ohio. Dr. Johnson has over 15 years of professional experience as a clinical mental health counselor and educator. She has published and internationally presented on various topics related to best practices and approaches in clinical mental health counseling, higher education, and diversity, equity, and inclusion. She has held several leadership positions within OCA and ACA. Her scholarly interests include counselor training and supervision, mental health advocacy, and social justice in the field of counseling.



SESSION 22

DoHee Kim-Appel, Ph.D., LPCC-S, IMFT-S, LICDC, ATR-BC, NCC is a Professor of Counseling 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. She has co-authored numerous book chapters and articles in peer-reviewed journals. She is the 2022-2023 Past President of OCA.

SPEAKER PHOTOS & BIOS

in alpha order/last name



SESSION 25

Katie Kurtz, MSW, LISW-S is a trauma-informed care subject matter expert specializing in delivering inclusive trainings and consultation that are adoptable for any profession. She is the creator of the Trauma Competency Framework™ and Trauma-Informed Space Holding (TISH) Blueprint™ which are the foundations of her trainings and leadership offerings. Katie is the author of the reflective space holding tool, the Contain Card Deck©, published in 2022. As an experienced social worker and certified coach, Katie has specialized in using trauma-informed practices to inform and lead programming and collaborative initiatives within the healthcare, government and corporate sectors. Katie is a co-chair of the State of Ohio's Trauma-Informed Care Collaborative, Subject Matter Expert with the Integrate Network, and is invited to guest teach in various professional settings nationally and abroad. Her leadership and work has been awarded and internationally recognized within both the social work and coaching fields.



SESSION 24

Sangeun Lee, M. Ed. is a Ph.D. student in Counselor Education. She started engaging in research as an undergraduate research intern and worked as a research assistant of projects on burnout and stress of adolescents in her master's program. She has published several peer-reviewed articles and has presented at national conferences. She is a Graduate Research Associate for translational research projects at a university research center.



SESSION 24

Mickey Lin, M.Ed., NCC is a first year Ph.D. student in Counselor Education at the Ohio State University. He is currently the secretary of the Pennsylvania Mental Health Counselors Association. He received his master's degree in Counselor Education from The Pennsylvania State University. His graduate teaching assistant role for the Ohio State University Suicide Prevention Program allows him to coordinate with graduate departments implementing an interactive screening program to support students at-risk for suicide. Mickey's counseling experience includes working as a college counseling center clinician, school-based mental health counselor, and career counselor. His research goals are 1) exploring effective ways to implement and infuse the multicultural and social justice counseling competencies (MSJCC) into counselor education programs 2) identifying and removing systematic barriers to wellness for historically marginalized populations.

SPEAKER PHOTOS & BIOS

in alpha order/last name



SESSION 10

Anniesha Lyngdoh, MPhil, MSc is a second-year doctoral candidate in Counselor Education and Supervision. She hopes that her unique cultural background can contribute to the understanding of multicultural supervision and help bridge any cultural gaps in the field. She is committed to expanding her knowledge and skills in this area and looks forward to the opportunity to contribute to the advancement of multicultural supervision in the field of mental health.



SESSION 20

Stephanie Maccombs-Hunter, Ph.D., LPCC-S, LICDC, CRC holds a Ph.D. in Counselor Education and Supervision, as well as a master's degree in Clinical Mental Health and Rehabilitation Counseling, both from Ohio University. She is a Licensed Professional Clinical Counselor with training supervision designation, a Licensed Independent Chemical Dependency Counselor, and a Certified Rehabilitation Counselor. She is currently working as the Assistant Director for Outreach and Consultation and a staff counselor at Ohio University. Previously, she worked in a federally qualified health center with adults participating in medication-assisted treatment and local drug court programs. In addition to direct practice, Dr. Maccombs-Hunter teaches at the master's and doctoral level as an adjunct instructor at OU and affiliate faculty at Northwestern University. She has presented at the state and national levels, and has published in peer-reviewed journals. She is Past-President of the Ohio Counseling Association and President-Elect of the Ohio College Counseling Association.



SESSION 13

Sean McKinney, CT is a Counselor Trainee in the state of Ohio. He is currently completing his internship at the Louis Stokes VA Hospital. Sean has experience working with adults and veterans. He has worked in outpatient SUD, residential SUD, and EAP settings. Across the many work settings and the roles he holds, Sean has provided psychoeducation and interventions to clients in both individual and group settings. Through providing these services, he addresses client self-care and encourages them to view it from a self-compassion perspective. It is Sean's hope that the concept of self-compassion will be synonymous with self-care as the field deepens its understanding of true self-care.

SPEAKER PHOTOS & BIOS

in alpha order/last name



SESSION 4

Rebecca D. Miller, Ph.D., ATR-BC, ATCS, CCLS recently earned her Ph.D. in Counselor Education and Supervision in May of 2022, as well as is a nationally registered and board certified art therapist, certified art therapy supervisor, and certified child life specialist. She is currently in the process of pursuing her LPC in Ohio. She is an Assistant Professor and the new Program Director of the dually accredited CACREP and CAAHEP graduate Clinical Mental Health Counseling and Art Therapy program at Ursuline College. She has nearly 20 years of experience working with individuals and families in a variety of settings and in private practice. Her research activities and interests have an interdisciplinary emphasis, and broadly pertain to women's issues and empowerment; creativity and expressive arts approaches within the fields of counseling, art therapy, and education; professional issues, supervision, and the wellness and self-care of the practitioner; and issues of trauma, grief, loss, and bereavement experienced by diverse populations.



SESSION 6

Martina Moore, Ph.D., LPCC-S, LICDC-CS, CEAP, SAP is a business owner, counselor, international speaker, trainer, and professor, just to name a few. Dr. Moore established Moore Counseling & Mediation Services, Inc. (MCMS) over 20 years ago. MCMS is an outpatient dual diagnosis center with several locations in Northeast Ohio that provides counseling and training services. Dr. Moore is a professor at John Carroll University. In her role at John Carroll University, Dr. Moore developed and serves as the Coordinator of the Substance Use Disorder Concentration in the Clinical Mental Health Counseling Program. She is also an instructor at the Gestalt Institute of Cleveland and a professor at Fulbright University in Ho Chi Minh City, Vietnam. Dr. Moore has also traveled to several countries teaching on best practices in treatment of behavioral health disorders, including Ho Chi Minh City and Tanzania, Africa. Dr. Martina Moore is the Ethics Chair Liaison for the Ohio Counseling Association (OCA), she is Past-President of the Ohio Counseling Association (OCA), the Past-President of the Ohio Substance Use Disorders Professionals (OSUDP) and the current President of International Association of Marriage and Family Counselors (IAMFC). She is also the past President of the Association of Humanistic Counselors (AHC). In addition, she has been an active member of the American Counseling Association for over 20 years. Her goal is to serve others by promoting a greater awareness, advocacy and understanding of behavioral health disorders that impact individuals and families.



SESSION 24

Rumbidzai Mushunje, LPC, NCC is a PhD student at The Ohio State University with a passion for developing culturally adaptive treatment modalities for marginalized populations and in promoting multicultural practice through advocacy. Rumbidzai has experience serving different populations of clientele and is currently providing services to the geriatric population in Ohio as a Licensed Professional Counselor. Rumbidzai is a member of several professional organizations and currently serves on the public relations committee for Counselors for Social Justice, National (CSJ).

SPEAKER PHOTOS & BIOS

in alpha order/last name



SESSION 11

Shannon Ortiz, LPCC-S is the CEO and Founder of the non-profit Light After Loss in Stark County Ohio. She has been a counselor for over 10 years, working primarily in higher education as an LPCC-S. She has experience working in community mental health, crisis and emergency psychiatric services, and counseling in higher education. She has experienced both personal and professional losses to suicide. The impact of suicide loss on mental health clinicians is the topic of her doctoral dissertation and is an area of personal and professional interest. Light After Loss focuses on providing support to those that have lost a loved one to suicide. Shannon assists in providing training and educational events for mental health clinicians to better understand suicide loss, how to work appropriately with clients after a suicide loss, and how counseling supervisors can better support their supervisees and agency staff after the loss of a client to suicide. Shannon presented at the American Association of Suicidology conference and has also coordinated the annual Light After Loss PostVention Convention - an Ohio based conference for mental health clinicians and community members to learn about suicide loss postvention, appropriate clinical interventions, and to connect with community resources for support after a suicide loss.



SESSION 16

Delila Owens, Ph.D., LPC, SCL is a professor in the School of Counseling, College of Health and Human Sciences at The University of Akron. In 19 years of teaching in higher education, she has collaborated with colleagues and school counselors in several school districts. Dr. Owens is a past president of NCACES. She is the immediate Past-President of Counselors for Social Justice.



SESSION 18

Erin Parsons-Christian, LPCC-S is a third-year doctoral candidate at The Ohio State University, Department of Education and Human Ecology in Counselor Education. She is a Licensed Professional Clinical Counselor with a Supervisory designation and has over 15 years of experience in the counseling profession. Previous clinical and administrative roles, including a National Trainer Certification in Multidimensional Family Therapy working in community-based settings, inform her theoretical orientation as a practitioner and family therapist. She currently maintains a private practice specializing in providing Adolescent and Family Therapy. Research interests include (1) multicultural curriculum and pedagogy, (2) culturally competent training and supervision, and (3) multicultural and social justice counseling advocacy, competency, and practice. This extends to include participatory action-oriented research to promote innovative and effective ways to provide high-quality holistic counseling services to marginalized clients and families residing in underserved communities.



SESSIONS 10, 21

Yegan Pillay, Ph.D., P.C.C.-S is a professor who teaches counselor education master's and doctoral level courses at Ohio University. Clinical and supervision experiences include the college and clinical mental health agency settings. Dr. Pillay holds a license as a Licensed Professional Clinical Counselor with supervisor endorsement in the state of Ohio and is licensed as a Counseling Psychologist in South Africa. Dr. Pillay has served the mental health profession for over three decades and his research interests include non-traditional approaches to counseling, psychological wellness, creativity in counseling, clinical supervision, racial identity issues and integrative holistic care. Dr. Pillay is active at the international, national, state and the community levels and has chaired the International Committee and Human Rights Committees of the American Counseling Association. He is the past president of the Ohio Counseling Association; the Ohio Association of Multicultural Counseling and Development; and the Southeast Ohio Counseling Associations. Dr. Pillay was recently the principal site investigator for a multi-million, multi-state NIH funded study that examined the efficacy of CBT for the treatment of depression in individuals in rural Appalachia who are diagnosed with Type 2 Diabetes. He is currently a co-investigator of The Appalachian Ohio Opioid Workforce Expansion award (\$1.35 million) through the United States Department of Health and Human Services' Health Resources and Services Administration.

SPEAKER PHOTOS & BIOS

in alpha order/last name



SESSIONS 3, 11

Emily Ribnik, LPCC-S has been a licensed Ohio counselor since 2007 and has been an LPCC-S since 2011. She has 5 years of experience working in crisis services and emergency psychiatric assessment. After working in crisis services, she worked for 10 years at a college campus as a counselor. For the past 2 years, she has worked at a coordinating center of excellence which works to assist the criminal justice and mental health systems of Ohio and its 88 counties to come together for better outcomes of those with mental illness involved in the criminal justice system. Her work focuses on deflection and diversion of those with mental illness from the criminal justice system to treatment. Additionally, she serves on a state level committee examining Ohio's current crisis response system to create recommendations for the system to improve and enhance its responsiveness to those in crisis. Emily is currently a doctoral student and her research topic for her dissertation is the impact of a client suicide on counseling supervisors. The impact of client suicide on mental health professionals is her primary area of research focus and is a personal passion for her. She wants to see more mental health professionals become educated on this impact in order to support each other better throughout the profession. Additionally, she volunteers with a non-profit organization that works to provide support to suicide loss survivors and education for mental health providers on how to effectively work clinically with suicide loss survivors. The non-profit is also devoted to educating mental health professionals on how to care for themselves and support other clinicians after this type of loss.



SESSION 13

Amanda Shuluga, LPC is a Licensed Professional Counselor in the state of Ohio. She has experience working with adolescents and young adults both in a private practice and a college counseling center. Amanda also has experience as a counselor educator and is currently working on her doctorate in Counselor Education and Supervision at Kent State University. As both a counselor and a counselor educator, Amanda has seen firsthand the impacts of counselor burnout. She has utilized self-compassion-based techniques with clients and students alike to help address the importance of holistic wellness and self-care. Amanda finds value in the use of self-compassion as a vital aspect of self-care and aspires to continue this conversation with others in the field.



SESSION 13

Kelly Smith, CT is a Counselor Trainee completing her internship at Premier Behavioral Health Services. She has counseled adults and adolescents and co-facilitates an adolescent IOP program that focuses on DBT skills including mindfulness, distress tolerance, emotion regulation, and interpersonal effectiveness. She utilizes self-compassion interventions with clients as well as a way to enhance her personal well-being.

SPEAKER PHOTOS & BIOS

in alpha order/last name



SESSION 24

Kristen Toole, LPCC-S is a Ph.D. student and Graduate Teaching Associate studying counselor education and supervision. She is a supervisory licensed professional clinical counselor with over eight years of experience and currently works as an outpatient clinician. Her research and praxis interests are situated across a broad base of scholarship that advocates for a multidisciplinary approach to counseling and counselor education and tackles concepts of identity development, culture creation, and language. She utilizes a combination of anti-oppressive frameworks, crip-feminist philosophy, and post-structuralist critical theories to examine popular counseling program standards and andragogical practices. She has presented at national and regional conferences and is a member of the American Counseling Association (ACA), Association for Counselor Education and Supervision (ACES), Southern Association of Counselor Education & Supervision (SACES), and Chi Sigma Iota.



SESSION 14

Julieta Wenk, MA, LMHC has 8 years of experience providing counseling services to survivors of abuse and coordinating advocacy efforts for survivors of sexual violence. She is trained in cognitive processing therapy. Her specialty areas include cross-cultural supervision, bilingual counseling and supervision, and advocacy. Julieta is a faculty member in the CACREP-accredited master program in Mental Health Counseling at Florida Gulf Coast University and is a doctoral student in the Counselor Educator and Supervision program at the University of the Cumberland.



SESSION 1

Brooke C. Wilson, LPC, MS, NCC, PMH-C, IMH-E is a Licensed Professional Counselor (LPC), in the states of Ohio and Texas, National Certified Counselor (NCC), and holds certifications in Perinatal Mental Health (PMH-C) and Infant Mental Health (IMH-E). She graduated with a Master's Degree in Clinical & Mental Health Counseling from Wright State University in Fairborn, Ohio. Mrs. Wilson currently serves as a full-time Mental Health Counselor in her private practice, Empowered Wellness Connections, PLLC. Her practice is dedicated to help clients find motivation and healing between their mind and body, resulting in empowerment to make life changes. Through her work as a counselor, she has been blessed with the opportunity to work with people from all walks of life and enjoys utilizing her Perinatal Mental Health certification as she aids families affected by Perinatal Mood & Anxiety Disorders. In addition, she enjoys offering clinical trainings/presentations and motivational speaking. Some of her previous presentations have included First 3 Years Online Recorded Trainings and presenting at the 2021 Texas Counseling Association Conference of Professional Growth. Brooke is married and has two children, both of which she gained personal experience in Perinatal Mood & Anxiety Disorders and has made a goal of helping other families affected.

SAVE-THE-DATE



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