EMERGING TRENDS IN COUNSELING ASSESSMENT AND RESEARCH: PRACTICE, EDUCATION, AND SOCIAL CHANGE

2016 National Assessment and Research Conference
Fort Lauderdale, Florida
September 9 - 10, 2016
Association for Assessment in Research in Counseling (AARC)

Vision
The Association for Assessment and Research in Counseling (AARC) is an organization of counselors, educators, and other professionals that advances the counseling profession by promoting best practices in assessment, research, and evaluation in counseling.

Mission
The mission of AARC is to promote and recognize excellence in assessment, research, and evaluation in counseling.

Purposes
AARC is positioned to fulfill six fundamental purposes for counselors, clients, and other stakeholders:

● Professional Development - to promote professional development which enhances competence in assessment, research, and evaluation;
● Professionalization - to advance the professionalization of counseling through the appropriate use of assessment, research, and evaluation;
● Research and Knowledge - to develop and disseminate knowledge regarding assessment, research, and evaluation procedures used in counseling;
● Human Development - to advocate for optimal human development through culturally competent assessment, research, and evaluation practices;
● Public Awareness - to support public policies and legislation that advance the ethical use of assessment, research, and evaluation; and
● Collaboration - to enhance communication and collaboration among AARC, leadership within ACA and its divisions, and other professional organizations that address common, assessment, research, and evaluation concerns.

Benefits of Membership

• A subscription to Measurement and Evaluation in Counseling and Development, the division's quarterly journal that publishes research as well as practical and innovative articles of relevance to assessment specialists.
• A subscription to Counseling Outcome Research and Evaluation, the division's biannual journal that provides counselor educators, researchers, and other mental health practitioners (including psychologists, social workers, marriage and family therapists, and addiction counselors) with outcome research and program evaluation practices for work with individuals across the lifespan.
• A subscription to the division newsletter Newsnotes, which is published quarterly and provides state, regional, national, and international news and information, legislative updates, and special articles of interest to assessment specialists.
• Discounts on Professional Liability Insurance.
• Opportunities to interact with leaders in assessment, measurement, and evaluation through state associations, national conferences, and committee activities.
• Opportunities to develop your leadership skills by becoming an AARC committee member or officer.
• Opportunities for your work to be recognized through the AARC Awards program.
President’s Welcome

On behalf of the Association for Assessment and Research in Counseling (AARC), welcome to Fort Lauderdale! I am confident that you will find many opportunities for enrichment, networking, and connection at our Annual National Assessment and Research Conference. AARC has long been committed to excellence in assessment and research. I believe you will see our mission and vision reflected in the excellent programs you are about to enjoy. Whether you are looking to apply assessment to your clinical practice, evaluate clinical or educational programs, connect around research ideas, or develop your research expertise, I know that you will find many sessions just right for you.

We are privileged to have over 100 high-quality education, roundtable, and poster sessions in store this weekend. We are fortunate to have AARC Past-President Dr. Danica Hays here to facilitate our opening plenary session and Dr. Catherina Chang delivering our keynote address at Saturday’s luncheon. Both Dr. Hays and Dr. Chang are long-time members and advocates of our division, so their commentary and perspectives are greatly anticipated. Aspiring and established authors will want to be sure to join our MECD and CORE editors for an open conversation this weekend to discuss publication issues to enhance future scholarship opportunities. Doctoral students may be particularly interested in the series of sessions that are associated with their dissertation topics, methods, and processes. Counselor educators are invited to join the conversation with Past-Presidents related to training the next generation of counseling researchers.

AARC faithful know that our division would not be what it is without relationships, so we are hope you will take the time to reunite with colleagues and make some new friends at our Friday evening welcome reception overlooking the Atlantic Ocean. We look forward to seeing you there!

This conference would not have been possible without the dedication, vision, creativity, and persistence, of Dr. Elizabeth Villares, our 2016 conference chair. I hope you will join me in expressing our sincere gratitude for her phenomenal service for putting together this wonderful event here at the Hilton Fort Lauderdale Beach Resort. I also appreciate the many conference proposal reviewers and volunteers who are assisting Dr. Villares in her duties. Our proposal peer reviewers had the fortunate task of reviewing program proposals unprecedented in quality and focus. Last but not least, our sponsors this year include Florida Atlantic University, SAGE, and the Hello Sunny! Visitors Bureau. We appreciate their dedication to assessment and research in our profession and support for our conference.

I hope you will find this to be a time of inspiration and renewal. AARC is proud of its dedication to enhancing our profession through assessment and research. I encourage you to take the time to connect with our leadership team, share your ideas for enhancing AARC, and consider getting more involved in our division through a committee or task group. We need people just like you to not only maintain our momentum, but to move this division forward toward our fullest potential. With this in mind, I hope you will come early, be engaged, and stay connected after you return home. It is going to be a wonderful weekend! - Stephen Lenz, 2016-2017 President
2016-2017 AARC Leadership

Executive Board

President: A. Stephen Lenz, Texas A&M University-Corpus Christi
President-Elect: Donna Sheperis, Lamar University
Past President: Carrie Wachter Morris, University of North Carolina at Greensboro (UNCG)
Treasurer: Caroline O'Hara, University of Toledo
Secretary: Elizabeth Prosek, University of North Texas
Member-at-Large Membership: Philip Gnilka, Virginia Commonwealth University
Member-at-Large Publications: Andrew Burck, Marshall University
Member-at-Large Awards: Stephanie Crockett, Oakland University
ACA Governing Council Representative: Donna Gibson, Virginia Commonwealth University
Graduate Student Representative: Karisse Callender, Texas A & M University-Corpus Christi

Committee Chairs

Assessment Committee: Olivia Williams, University of West Georgia
Bylaws and Ethics: Donna Gibson, Virginia Commonwealth University
2016 Conference: Elizabeth Villares, Florida Atlantic University
Diversity in Assessment and Research: Caroline O-Hara, University of Toledo
Research Committee: Rochelle Cade, University of Mary Hardin-Baylor
Specialty Standards and Statements: Carrie Wachter Morris, UNCG
Social Media: Rachael Ammons Whitaker, Lamar University
Webmaster: Yung-Wei Dennis Lin, New Jersey City University

Editors

Measurement and Evaluation in Counseling and Development (MECD)
    Paul R. Peluso, Florida Atlantic University

Counseling Outcome Research and Evaluation (CORE)
    Rebecca Newgent, Western Illinois University – Quad Cities

AARC NewsNotes
    Philip Gnilka, Virginia Commonwealth University

Emerging Leaders
    Rachel Henesy, University of Florida
    Kyle Hogan, The College of New Jersey
Conference Notes

Name Badges

Be sure to wear your name badges at all times. You will be required to wear them to get into all the sessions and conference events.

Electronic Devices

As a courtesy to conference attendees, please turn off all electronic devices or set them on vibrate during the sessions. If it is necessary for you to use your cell phone, step outside the meeting room to avoid any disrupting the other attendees.

Internet Access

Complimentary Internet access is available in the meeting rooms and in the guest sleeping rooms. Access code is AARC

Evaluation

Your feedback is critical to ensure the AARC continues to provide timely and relevant professional development. Evaluation forms are available in your conference bag. Please take a few minutes at the end of each day to offer your feedback to the Conference Committee. You may return your evaluation form to the Registration desk.

AARC Appreciates

The 2016 National Assessment and Research conference, including reviewing proposals, marketing, registration, and designing the conference program that you are now reading, was made possible through the efforts of the volunteers listed below who have graciously contributed their valuable time and work.

A special thank you to Stephen Lenz, Yung-Wei Dennis Lin, Caroline O’Hara, Elizabeth Prosek, Rachael Ammons Whitaker, Paul Peluso, and the rest of the AARC Leadership team for their guidance and support in coordinating this year’s conference.

Juanita Barnett  Scott L Lipp
Todd Bolin  Elif Emir Oksuz
Rochelle Cade  Anna Owens
Ellen Chance  Karrie Swan
Lauren R Chase  Naomi Wheeler
# Quick Conference Overview

**Friday, September 9, 2016**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
</tr>
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<tbody>
<tr>
<td>7:00 AM - 5:00 PM</td>
<td>Registration</td>
</tr>
<tr>
<td>8:00 AM - 8:45 AM</td>
<td>Plenary Address</td>
</tr>
<tr>
<td>9:00 AM - 9:50 AM</td>
<td>Breakouts 1: Content Sessions 1</td>
</tr>
<tr>
<td>9:00 AM - 10:25 AM</td>
<td>Extended Session 1</td>
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<td>9:00 AM - 9:50 AM</td>
<td>Roundtables 1</td>
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<tr>
<td>9:50 AM - 10:05 AM</td>
<td>Mid-Morning Beverage and Snack Break (Del Sol Foyer)</td>
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<tr>
<td>10:00 AM - 10:50 AM</td>
<td>Breakouts 2: Content Sessions 2</td>
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<tr>
<td>10:30 AM - 12:00 PM</td>
<td>Extended Session 2</td>
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<tr>
<td>10:00 AM - 10:50 AM</td>
<td>Roundtables 2</td>
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<tr>
<td>11:10 AM - 12:00 PM</td>
<td>Breakouts 3: Content Sessions 3</td>
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<tr>
<td>11:10 AM - 12:00 PM</td>
<td>Roundtables 3</td>
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<td>12:00 PM - 1:00 PM</td>
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<td>1:30 PM - 2:20 PM</td>
<td>Breakouts 4: Content Sessions 4</td>
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<td>1:00 PM - 2:25 PM</td>
<td>Extended Session 3</td>
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<tr>
<td>1:30 PM - 2:20 PM</td>
<td>Roundtables 4</td>
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<tr>
<td>2:30 PM - 3:20 PM</td>
<td>Breakouts 5: Content Sessions 5</td>
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<td>2:35 PM - 3:50 PM</td>
<td>Extended Session 4</td>
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<td>2:30 PM - 3:20 PM</td>
<td>Roundtables 5</td>
</tr>
<tr>
<td>3:20 PM - 3:35 PM</td>
<td>Afternoon Beverage and Snack Break (Del Sol Foyer)</td>
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<tr>
<td>3:40 PM - 4:30 PM</td>
<td>Breakouts 6: Content Sessions 6</td>
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<tr>
<td>4:00 PM - 5:00 PM</td>
<td>Special Session</td>
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<tr>
<td>3:40 PM - 4:30 PM</td>
<td>Roundtables 6</td>
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<tr>
<td>6:00 PM - 8:00 PM</td>
<td>President’s Reception (BalQony)</td>
</tr>
</tbody>
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Quick Conference Overview

Saturday, September 10, 2016  
8:00 AM - 4:15 PM

Registration ................................................................................................................................. 7:00 AM – 11:00 AM

Breakouts 7
Early Bird Content Session ........................................................................................................ 8:00 AM – 8:50 AM
Content Sessions 7 ....................................................................................................................... 9:00 AM – 9:50 AM
Roundtables 7 ........................................................................................................................... 9:00 AM – 9:50 AM

Breakouts 8
Content Sessions 8 ....................................................................................................................... 10:10 AM – 11:00 AM
Roundtables 8 ........................................................................................................................... 10:10 AM – 11:00 AM

Poster Session 1 (Del Sol Foyer) ............................................................................................ 11:00 AM – 11:50 AM

Luncheon, Awards, & Keynote .................................................................................................. 12:00 PM – 1:15 PM

Poster Session 2 (Del Sol Foyer with coffee and Desserts) ...................................................... 1:20 PM – 2:15 PM

Breakouts 9
Content Sessions 9 ....................................................................................................................... 2:30 PM – 3:20 PM
Roundtables 9 ........................................................................................................................... 2:30 PM – 3:20 PM

Breakouts 10
Content Sessions 10 .................................................................................................................... 3:25 PM – 4:15 PM

Convention Adjourns .................................................................................................................. 4:15 PM

Presenter Bios and Presentation Materials

Available for viewing at
http://ow.ly/1IB6303rHKz
2016 AARC Awards

**AARC Exemplary Practices Award: Professional**
Sejal Mehta Barden

**AARC Exemplary Research and Practice Award: Doctoral Level**
Naomi Wheeler

**AARC Donald Hood Student Research Grant**
Eric Price

**AARC/MECD Patricia B. Elmore Award for Outstanding Research in Measurement and Evaluation**
*Evaluating Change in Behavioral Preferences: Multidimensional Scaling Single-Ideal Point Model*
Cody Ding

**AARC/CORE Outstanding Outcome Research Award**
*Factors Linked with Increases in Non-Suicidal Self-Injury: A Case Study*
Kelly Wester, Holly Downs, & Heather Trepal

**Counseling Outcome Research and Evaluation Visibility Award**
*Adolescent Recovery from Substance Use in Alternative Peer Groups: A Revelatory Case Study*
Judith Nelson, Susan Henderson, & Steve Lackey
Plenary Address

Friday, September 9, 2016

8:00 AM – 8:45 AM

Friday – 8:00 AM – 8:45 AM – Room: Del Sol Ballroom I & II

Danica G. Hays

Danica G. Hays, PhD, is Professor of Counselor Education and Executive Associate Dean of the College of Education at the University of Nevada, Las Vegas. She earned a doctorate in Counselor Education and Supervision, with an emphasis in multicultural research, from Georgia State University. Her research interests include qualitative methodology, assessment and diagnosis, trauma and gender issues, and multicultural and social justice concerns in counselor preparation and community health. She has published approximately 100 refereed journal articles and book chapters in these areas.

She is co-editor of Qualitative Inquiry in Clinical and Educational Settings (1/e, Guilford Press), Developing Multicultural Counseling Competency: A Systems Approach (2/e, Pearson), and A Counselor’s Guide to Career Assessment Instruments (6/e, National Career Development Association). In addition, she is associate and content editor of the American Counseling Association Encyclopedia of Counseling (1/e, ACA), co-author of Mastering the NCE and CPCE (2/e, Pearson), and author of Assessment in Counseling: A Guide to Psychological Assessment Procedures (5/e, ACA). She has extensive leadership history in the Association for Assessment and Research in Counseling and the Association for Counselor Education and Supervision. The American Counseling Association has recognized her nationally for her research and advocacy as a counselor educator.
Keynote Address

Saturday, September 10, 2016

12:45 PM – 1:15 PM

Saturday – 12:45 PM – 1:15 PM – Room: Del Sol Ballroom I & II

Catherine (Catharina) Chang

Catherine Chang (Catharina) is a professor at Georgia State University and program coordinator for the Counselor Education and Practice doctoral program. She has published and presented in the areas of social justice and advocacy, multicultural counseling competence, privilege and oppression issues and counseling implications related to Asian American and Korean American clients. She was the lead editor for the book Professional Counseling Excellence through Leadership and Advocacy and the lead editor for the special issue on Social Justice for the Counselor Education and Supervision journal.

She is the past-president of the Association for Multicultural Counseling and Development (2015-2016). Additionally, she has served as president of Chi Sigma Iota-International (2009-2010) and vice president for the Asian and Pacific Islander American concerns of the Association for Multicultural Counseling and Development (2010-2013) and chairperson for the membership committee of AMCD. She is the Chair of the Board of Trustees for the American Counseling Association Foundation. She is the recipient of the American Counseling Association (ACA) Research Award, the ACA Counselor Educator Advocacy Award, the Association for Assessment in Counseling and Education (AACE) MECD Research Award, the Pre-tenure and Tenure Counselor Educator Award from the Southern Association for Counselor Education and Supervision, the Alumni Excellence Award from the Department of Counseling and Educational Development at UNCG and the Chi Sigma Iota Jane E. Myers Lifetime Mentor Award.
Content Sessions 1

Friday, September 9, 2016

Friday –9:00 AM - 9:50 AM – Room: Akala

**Student Success Skills: Helping Students Develop the Academic, Social and Self-Management Skills They Need to Succeed**

*Greg Brigman*

Find out how school counselors working with classroom teachers show gains in student achievement and behavior by helping them develop critical academic, social and self-management skills which have been linked to student success. Take away practical tools for improving student performance in your classroom or group. Learn how to create classrooms of caring, support and encouragement that promote learning. Increase your ability to demonstrate how you make a difference in student achievement, behavior and wellness. Extensive handout with be provided.

Friday –9:00 AM - 9:50 AM – Room: Surya

**Challenges with Leadership Measurement and Implications for Counseling Leadership Instrumentation**

*Bradley McKibben*

This presentation addresses prominent issues in leadership measurement, including item response formatting, instrument and construct dimensionality, 360-style assessments, and response bias. Implications for counseling leadership measurement and instrument development will be emphasized, and options for addressing these issues will be discussed.

Friday –9:00 AM - 9:50 AM – Room: Tai Yang

"Did You Like My Pic?" Social Networking Sites and Their Impact on Self-Concept

*Heather Koth & DeVon Mills*

Current literature indicates social networking sites (SNS) have become an everyday form of communication that has led to real-world issues. Existing self-esteem scales fail to measure culturally relevant factors and lack multidimensionality found within self-concept indicating a need for a new tool that more wholly measures self-concept associated with SNS.

Friday –9:00 AM - 9:50 AM – Room: Del Sol I

**Conducting Psychometric Meta-Analysis of Commonly-Used Instruments**

*Bradley Erford & Gerta Bardhoshi*

Participants will learn about methodological procedures involved in psychometric meta-analysis of commonly used counseling instruments, including using stringent inclusion criteria for studies, identifying psychometric variables for analysis, and selecting statistical methods. Authors will provide an overview of recently-conducted meta-analyses of popular screening and outcome research instruments.
Extended Session 1

Friday, September 9, 2016 9:00 AM – 10:25 AM

Friday –9:00 AM - 10:25 AM– Room: Del Sol II
The New AARC Standards for Multicultural Research: Genesis and Application
Caroline O’Hara, Catherine Y. Chang, Madeline Clark, Stephanie A. Crockett, & Danica G. Hays
AARC leaders will present a Q&A session on the new Standards for Multicultural Research (SMR). The Standards promote cultural intentionality, inclusion, and responsiveness in counseling research, targeting both research with a multicultural focus and general multicultural considerations in all research. The ultimate goal is to promote the best practices in multiculturalism, social justice, and advocacy for the communities and stakeholders that we serve. This program aims to increase attendee cultural competence by applying the SMR to various phases of research.

Roundtables 1

Friday, September 9, 2016 9:00 AM - 9:50 AM

Friday –9:00 AM - 9:50 AM – Room: Aurinko– Table 1
Experiences of Adults Who Identify as Primary Caregivers
Tiffany Bordonada, Jonathan H. Ohrt, & Katherine A. Feather
This presentation will provide an overview of the Interpretive Phenomenological Analysis (IPA) used to gain a better understanding of adults who identify as primary caregivers. The rationale for the research, design and analysis, results and findings will be discussed. A step-by-step process for using IPA will be provided and attendees will better understand this process based on the findings from this particular research study. In addition, attendees will be provided sample data and have the opportunity to practice using IPA.

Friday –9:00 AM - 9:50 AM– Room: Aurinko – Table 2
Engaging At-Risk Youth through Community Service: A Qualitative Study
Viki Kelchner, Elizabeth Pennock, Caitlyn McKenzie, & Seungbin Oh
Students at risk of expulsion can benefit from involvement in service learning projects combined with targeted therapeutic interventions. This presentation gives an overview of one school system’s multi-systemic approach to engaging the family, the community and the school as dropout prevention resources.
Relational Moments in Animal-Assisted Therapy: A Constructivist Grounded Theory Investigation  
*Tiffany Otting & Cynthia Chandler*

In this program, presenters will describe the findings of a qualitative study designed to explore the inherent processes of animal-assisted therapy (AAT) during individual counseling relationships. Presenters will describe the evidence base, processes, and therapeutic impact of AAT based on a constructivist grounded-theory investigation. Presenters will share a new and emerging framework for AAT called the Human-Animal Relational Theory (HART).

**Content Sessions 2**

**Friday, September 9, 2016**

Friday –10:00 AM - 10:50 AM – Room: Akala

Understanding the Impact of Childhood Obesity and the School Counselor’s Role: A Research-Based Perspective  
*Robika Mylroie, Rachael Whitaker, & Mary Bess Pannel*

This presentation will consist of a review of the literature as well as the presenters' research about childhood obesity and its impact on personal, social, and academic growth of children in our schools. The presenters will discuss the need for understanding these children and prevention and intervention strategies that focus on not only educating these children and their parents, but the school and community.

Friday –10:00 AM - 10:50 AM – Room: Surya

Suicide Training in Counselor Preparation: A Mixed Methods Quasi-Experimental Study on Skill Acquisition and Retention  
*Laura Shannonhouse, Yung-Wei Dennis Lin, Nikki Elston, Amanda Rumsey, & Mary Chase Breedlove Mize*

Counselors still report being underprepared to conduct suicide intervention. Trainees receive much of their exposure to suicidality ad hoc as interns and may benefit from ASIST, an empirically supported and standardized experiential training. This mixed-methods quasi-experimental study evaluated the impact of ASIST on trainees' ability at suicide intervention with pre/post/3 month follow up. Significant positive training effects were found on all measures. Research and training implications provided.

Friday –10:00 AM - 10:50 AM – Room: Tai Yang

A Primer on Latent Profile Analysis in Counseling Research  
*Philip Gnilka*

A review of latent profile analysis (LPA) will be conducted. Using data from a current counseling study, the process of creating classes along with analyzing antecedent and distal variables will be demonstrated in Mplus. Attendees will be shown various syntax, how to interpret Mplus output, and ideas for writing results.
Perspectives About Developing the Practical Researcher of the Future: A Discussion by AARC Past-Presidents

Stephen Lenz

This panel discussion will provide an intimate conversation with some of our Association’s Past-Presidents whose involvement in advocacy, professional service, and scholarship have defined the current assessment and research landscape for counselors across the globe. Stop by, take part in this discussion with leaders in the counseling field, and hear their impressions about the professional imperatives of our time and what to look for on the horizon.

Extended Session 2

Friday, September 9, 2016 10:30 AM - 12:00 PM

Symposium on School-Based Outcomes Research: An Overview of Methodologies

Catherine Griffith, Melissa Mariani, Elizabeth Villares, George McMahon, & Amy Cook

Outcomes research is essential in identifying “what works” in improving the lives of students. The purpose of this session is to provide attendees with introductory information on a variety of methods (action research, quasi experimental, randomized controlled trials, and single-case research design), and practical suggestions from the field on study design.

Roundtables 2

Friday, September 9, 2016 10:00 AM - 10:50 AM

Examining Non-Suicidal Self-Injury Using the Youth Risk Behavior Survey

Kelly Emelianchik-Key

Issues regarding the diagnosis and treatment of non-suicidal self-injury (NSSI) continues to be an increasing concern to practitioners in educational and mental health settings. NSSI is prevalent among the adolescent population and has consequences for those engaging in the behavior. Despite the risks, little work has been done to explore prevalence, presentation, and treatment of NSSI with populations other than females. This presentation will share rationale for addressing gender, culture, and issues of diversity in relation to NSSI behaviors, by analysis of the Youth Risk Behavior Survey.
Spiritual Competence in Counseling: A Preliminary Analysis of Practicing Counselors

Carman Gill

Whereas ideas of spirituality in counseling are not new, spiritual competence is an emerging trend. In the current form, ASERVIC competencies (2009) have existed for less than 10 years and assessment has only recently been possible. This presentation will describe data gathered from counselors using the SCS-R-II and a demographics questionnaire. The data was analyzed to answer specific research questions regarding counselor spiritual competence as compared to the expert population and cut off scores. Results will be presented, along with ideas for improving competence.

Assessment of Potential Counselor Education Students: A Mixed Methods Approach to Admissions

Maureen Kenny & Jennifer Geddes Hall

This roundtable will review the admissions process of a CACREP program to ensure high quality students. The mixed methods admissions process will be examined including faculty scoring (inter-rater reliability) from applicant interviews and admissions files. This workshop will allow dialogue between counselor education programs about using student data for admissions.

A Presentation and Discussion on Strategies for Participant Identification, Recruitment, and Communication in Survey Research

Patrick Mullen

This session aims to provide methodological resources for individuals engaging survey research. Session attendees will learn about (a) strategies to identify and select participants and (b) methods to achieve the highest response rate possible. This session will also allow attendees to discuss strategies they have found effective for survey research.

Options for Getting Around Town

Water Taxi http://www.watertaxi.com/watertaxi/fort-lauderdale/

Sun Trolley http://www.suntrolley.com/

B Cycle http://broward.bcycle.com/

SIXT http://www.sixt.com/
**Content Sessions 3**

**Friday, September 9, 2016**

**11:10 AM - 12:00 PM**

**Friday –11:10 AM - 12:00 PM – Room: Akala**

**Socio-metric Techniques and Assessment in Marriage Counseling and Couples Therapy**

*Brian Canfield*

This educational session will provide specific socio-metric techniques and interventions which may be employed in dyadic therapy to help couples stabilize a troubled relationship or a relationship that is in crisis. This interactive session will examine the utility of various assessment models for helping individuals and couples address a wide-range of relationship and life-adjustment issues.

**Friday –11:10 AM - 12:00 PM – Room: Surya**

**CQR: An Opportunity to Deeply Explore Participant Voices**

*Tamarine Foreman*

Join this presenter on a journey of using CQR to describe, explore, and more deeply understand the experiences of vicarious traumatization and posttraumatic growth within the context of counselors in training. The presenter will share her experiences of CQR, results from the study, while also walking through the process of CQR. Participants will gain the ability to describe, understand, and develop CQR studies, along with a greater awareness of how counselors in training experience vicarious traumatization and posttraumatic growth.

**Friday –11:10 AM - 12:00 PM – Room: Tai Yang**

**Getting to Know the AARC Journals**

*Rebecca Newgent & Paul Peluso*

Back by popular demand, the editors of MECD and CORE will address publication issues to facilitate future scholarship opportunities. All are welcome to attend this session to learn about the publication in our two wonderful peer-reviewed publications.

**Friday –11:10 AM - 12:00 PM – Room: Del Sol I**

**Standing Up or Standing By? Middle School Students and Teachers Respond to Bullying**

*Sondra Smith-Adcock, Jacqueline Swank, Taneshia Greenidge & Rachel Henesy*

Despite efforts to address bullying, evaluation of prevention programs often yield only small reductions in bullying. Using a qualitative program evaluation, we examined a school-based intervention based on Olweus Bullying Prevention Program from students’, teachers, and researchers’ perspectives. Findings and qualitative evaluation tools in counseling outcome research will be discussed.
Roundtables 3

**Friday, September 9, 2016  11:10 AM - 12:00 PM**

Friday – 11:10 AM - 12:00 PM – Room: Aurinko – Table 1

**Discussing Problematic Data Sets in Self-Report Research**

*Ryan Cook*

Self-report instruments are valuable data collection tools in Counselor Education research. Yet, issues such as participant response patterns and imperfect instruments may influence how researchers utilize self-reported data (Podsakoff et al., 2003). This presentation will focus on facilitating a discussion on analyzing and interpreting findings in problematic datasets.

Friday – 11:10 AM - 12:00 PM – Room: Aurinko - Table 2

**Using Multiple Baseline Design to Track Individual Growth and Conduct Evidence-Based Research in Counseling**

*Jennifer Geddes Hall*

This presentation is for professionals who are interested in conducting an evidence-based study using single case multiple baseline design or using the design to track individual client growth. Design components and structure will be discussed. Guidelines for single case evidence-based research will be applied to the field of counseling.

Saturday –11:10 PM - 12:00 PM – Room: Aurinko – Table 3

**Exploring Factors that Contribute to the Occupational Satisfaction of Counselor Educators**

*Sandi Logan*

Although job satisfaction has been heavily researched in industry and the corporate world, a limited number of studies have examined the occupational satisfaction of faculty who are counselor educators (Alexander-Albritton, 2008; Alexander-Albritton & Hill, 2015; Hill, 2005, 2009). Findings from a study that examined the psychological hardiness and leadership practices and to what extent they contributed to the occupational satisfaction of a national sample counselor educators will be shared.

Saturday –11:10 PM - 12:00 PM – Room: Aurinko – Table 4

**CFIR: A Framework for Evaluating the Teaching and Implementation of Assessment in Counseling Practice**

*Justin Tauscher & Rochelle Cade*

Assessment use among counselors in the United States is low (Peterson, Lomas, Neukrug & Bonner, 2014) and counselors-in-training enter the assessment course with little interest or intentions of using assessments in clinical practice. Presenters will use the Consolidated Framework for Implementation Research (CFIR) as a framework for understanding the limited use of assessments by counselors, introduce the model as a framework for conducting research on assessment practices, and share strategies for adapting assessment education based on the CFIR model.
Content Sessions 4

Friday, September 9, 2016  
1:30 PM - 2:20 PM

Friday – 1:30 PM - 2:20 PM – Room: Akala
The Counselor Competencies Scale—Revised (CCS-R): Continued Refinement and Practical Implications
Glenn Lambie
The Counselor Competencies Scale—Revised (CCS-R) evaluates counselor competencies in the domains of counseling skills and therapeutic relationship, professional dispositions and behaviors. This presentation (a) introduces the CCS-R; (b) reviews results examining the CCS-R (N = 1070 completed assessments); and (c) offers practical implications for counselor educators, supervisors, and researchers.

Friday – 1:30 PM - 2:20 PM – Room: Surya
Adlerian Personality Priority Assessment: Psychometric Validation Using Mechanical Turk
Dalena Dillman Taylor & Patrick Mullen
The purpose of the current study, and the focus on this presentation, is to confirm the four-factor structure and to further demonstrate the validity and reliability of the Adlerian Personality Priority Assessment with a non-clinical population through the use of Mechanical Turk, an emerging trend for data collection. The presenters will describe best practices of instrument development, using the current study as an example.

Friday – 1:30 PM - 2:20 PM – Room: Tia Yang
A Confirmatory Factor Analysis of the School Counseling Program Implementation Survey with a National Sample of School Counselors
Heather Fye
Interested in measuring the ASCA National Model (2012) for your school counseling research, supervision, or practice? This presentation will focus on the results of a confirmatory factor analysis of the School Counseling Program Implementation Survey (SCPIS; Clemens Carey, & Harrington, 2010). Attendees will reflect upon the applicability of the SCPIS (Clemens et al., 2010) in school counseling research, supervision, and practice, and leave with methods for increasing its construct validity.

Friday – 1:30 PM - 2:20 PM – Room: Del Sol I
Who to Include: A Panel Discussion on Authorship
Jacqueline Swank, Ana Puig, Kathryn Williams, & Kara Ieva
Deciding the order of authorship and who to include can be a challenging ethical dilemma. This may be especially true when a power differential exists (i.e., junior faculty writing with senior faculty, students writing with faculty). This panel discussion focuses on factors and ethical principles to consider when deciding authorship.
**Extended Session 3**

**Friday, September 9, 2016**

*1:00 PM - 2:25 PM*

Friday – 1:00 PM - 2:25 PM – Room: Del Sol II

**Evaluating Student Learning Outcomes in Counselor Education**

*Casey Barrio Minton, Donna Gibson, & Carrie Wachter Morris*

Join the authors of the AARC-sponsored book, *Evaluating Student Learning Outcomes in Counselor Education*, for this interactive session. The session will include a brief overview of an eight-step SLO evaluation model with attention to identifying program objectives; mapping curricula and processes; selecting assessments; developing measures; and collecting, managing, analyzing, reporting, and using data. Presenters will dialogue with participants regarding hopes, possibilities, and pitfalls of SLO assessment.

**Roundtables 4**

**Friday, September 9, 2016**

*1:30 PM - 2:20 PM*

Friday – 1:30 PM - 2:20 PM – Room: Aurinko – Table 1

**The Juvenile Addiction Risk Rating (JARR)**

*Paul Hickerson*

The prevalence of Substance Use Disorder (SUD) among adolescents warrants considerable concern since it often correlates with worsened physical, mental, social, and employment outcomes. Unfortunately, for a variety of reasons, youths receiving treatment services may not be fully truthful during the assessment process. This poster presentation will introduce the Juvenile Addiction Risk Rating (JARR) as a tool to help service providers determine the risk level for SUD among adolescent clientele when self-reported information is suspect.

Friday – 1:30 PM - 2:20 PM – Room: Aurinko – Table 2

**Case Conceptualizations: The First Step in Educating Counselors for Evidence-Based Practice**

*Christina Ladd & Len Sperry*

Learn how case conceptualization is the “heart” of evidence-based practice, and an integrative model of case conceptualization for obtaining, organizing, and understanding client data. Also learn how a specific training module can significantly increase counselor trainees’ competence in writing comprehensive case conceptualizations which include clear explanations of client problems, precipitating factors, perpetuating factors, treatment goals and interventions, and treatment obstacles while also accounting for cultural factors.
**Friday – 1:30 PM - 2:20 PM – Room: Aurinko – Table 3**

**Utilizing Technology to Enhance Individualized Career Assessment in Evidence-Based Supported Employment**  
*Justin Tauscher*

Individual Placement and Support Supported Employment (IPS) is an efficacious vocational support approach used across the country and around the world. Despite effectiveness, only two percent of mental health clients currently have access to IPS. Technology increases service access, delivery outcomes and efficiency in a variety of health care settings but has not yet been adequately been applied in vocational services. Presenters will discuss a current five-year study to understand how technology can enhance vocational services and initial results from the implementation of a new online, individualized career profile assessment tool being tested in routine care settings.

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**Friday – 1:30 PM - 2:20 PM – Room: Aurinko – Table 4**

**Exploring Adverse Childhood Experiences as a Moderator of Individual Distress Outcomes from Individual-Oriented Relationship Education**  
*Naomi Wheeler*

Adverse childhood experiences (ACE) contribute to significant costs for an individual across the lifespan including poor adult health and mental health. Further, low income and ethnically diverse populations report higher prevalence of ACE. Therefore, this poster presents findings from examination of the difference in individual distress score change following a psychoeducational intervention (i.e. relationship education) by ACE score in a sample of individuals who identify as racial/ethnic minorities.

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## Content Sessions 4

**Friday, September 9, 2016**  
2:30 PM - 3:20 PM

**Friday –2:30 PM - 3:20 PM– Room: Akala**

**Instrument Development: The Creation of the ASPA-SF and the Implications for Counseling Research and Practice**  
*Tony Michael*

This presentation will offer an examination of the creation of the Adult Scale of Parental Attachment-Short Form (ASPA-SF; Michael, 2014) and how the instrument can be easily integrated into counseling research and practice. The ASPA-SF is an instrument used to obtain information concerning an adult’s perception of patterns of relating to both mother and father figures. The utilization of item analysis, exploratory factor analysis, and structural equation modeling will be discussed in regards to how these procedures developed the ASPA-SF.
Outcome Research as an Empowerment Tool: Youth Participatory Action Research

Amy Cook

Counseling outcome research that empowers youth is critical to promoting social justice and providing valuable insights to the research community. Youth Participatory Action Research (YPAR) positions youth as co-participants in counseling research and creates the space for youth to actively share in all aspects of research. YPAR as an epistemology and methodological approach has expanded the field of knowledge production. This education session will provide information about YPAR, including its history and application to counseling outcome research and evaluation.

Evaluation of the Outcome Questionnaire-45.2 with a Mexican-American Population

James Ikonomopoulos

We evaluated the factor structure of the Outcome Questionnaire 45.2 (OQ 45.2; Lambert et al., 1996) with a Mexican-American population. The final analysis indicated a modest 3-factor structure for the symptom distress, interpersonal relations, and social role subscales. Implications for counseling practice and future research will be presented.

Development and Validation of Smith Achievement Motivation Scale and Achievement Motivation in Settings Inventory

Robert Smith, Mehmet A. Karaman, & Richard S. Balkin

Facilitating levels of achievement and success experiences are fundamental goals of counseling. Instruments used to assess the results of programs designed to increase achievement motivation are at a rudimentary stage. This presentation includes two validated achievement motivation instrument based on McClelland’s theory. Exploratory and Confirmatory Factor Analyses procedures and results will be discussed.

Extended Session 4

Extended Session 4

Friday, September 9, 2016 2:35 PM - 3:35 PM

AARC/ALGBTIC Assessment and Research Standards

Joshua Watson, Melissa Luke, Kristopher M. Goodrich, Catherine Griffith, Laura B. Farmer, Franco Dispenza, R.J. Davis, & Whitney Akers

This presentation will present on a cross-divisional collaborative venture between AARC and ALGBTIC to explore standards of care/best practices for research and assessment with LGBTQ+ persons. Information from this joint work and progress to date will be presented, and feedback on the standards of care will be solicited from participants.
Incorporating Intersectional Theory into Counseling Research
Rachel Henesy
This presentation will provide attendees with fundamental knowledge regarding intersectional theory and how it can be used as a framework for culturally responsive counseling research. Intersectional theory is rooted in social justice and social change philosophies. As an emerging trend in counseling research, it provides scholars with a framework for viewing multiple identity dimensions (such as race, gender, religion, and sexual orientation) within an individual and societal context.

Peaceful, Pro-social, and Productive: How an Evidence-Based Classroom Guidance Program Can Positively Impact Student Bullying Behavior, Social Skills, and Classroom Climate
Melissa Mariani
This presentation will review results of a quasi-experimental study that examined how the Student Success Skills (SSS) program affected the pro-social and bullying behaviors, school success skills, and perceptions of classroom climate of fifth grade participants. Evidence supported SSS as a positive intervention for affecting student engagement, perceptions and behavior.

Results of the 2015 School Counseling Research Delphi Study
Elizabeth Villares
A nationwide expert panel of school counseling counselor educators, practitioners, and leaders participated in a Delphi study to identify key issues in school counselor research, counselor preparation, services and program implementation. Participants will learn the results of the study that will help shape the future school counseling research agenda.

Creative Assessment in Professional School Counseling: Creative Ways to Collect Data in Clinical and Educational Settings
Rachael Whitaker, Robika Mylroie, & Mary Bess Pannel
This presentation will include a variety of ways to collect data in all educational settings. We will explore creative ways to collect data and support a comprehensive school counseling program. The goal of this presentation is to leave with creative technology and software knowledge that makes data and assessment fun and supportive for your program.
Emotional Behavior and the Therapeutic Relationship
Andrew Baker, Paul Peluso, Robert Freund, & Ashley Sauer
The therapeutic relationship is the cornerstone of any effective therapeutic encounter. Findings from original research will be discussed and applied to clinical work and counselor education. Suggestions for improving the therapeutic relationship will be discussed. Future research directions will be summarized.

An Overview of the Protective Factors Index: A Brief, Free and Validated Measure of Social-Emotional Competencies in the Classroom
Catherine Griffith
This session addresses the development, implementation, and validation of the Protective Factors Index (PFI), a brief teacher rating of student social-emotional competencies in classroom settings. We will provide an overview previous validation studies, and share the multiple ways the PFI can and has been used in school settings.

‘Assessment and Testing’ Coursework: Use of CACREP 2016 Standards and DSM-5 Assessment Tools
Vaibhavee Agaskar
In this presentation Counselor Educators, Counselor Educators in-training, and Professional Counselors will get an overview of sample ‘Assessment and Testing’ syllabi by using CACREP 2016 standards and DSM-5 assessment tool box. Student learning outcomes and various assignments will be discussed by using CACREP 2016 standards for ‘Assessment and Testing’ coursework.

First Timers
Elizabeth Villares, Philip Gnilka, Rachel Henesy, & Kyle Hogan
This session will provide a brief overview of the AARC organization, suggestions for getting the most out of the conference, membership benefits, and ways to get involved including leadership opportunities.
Towards Evidence Based Practice: Assessing Distance Counselor Competence and Knowledge
*Michael Jones & Tanya Johnson*
There is a rapid growth of mental health practitioners who utilize distance counseling. There is a strong need for assessing the competence and knowledge of these individuals. Although there are multiple scales to assess general counselor competency and knowledge, the profession lacks a scale specifically for distance counselors. In this session, we will discuss research completed with mental health professionals in relation to their competence and knowledge while providing distance counseling.

Counseling Graduate Students’ Perception Toward Assessment and Research
*ShinHwa Lee*
Many counseling students have difficulties with a research class because of the difficult contents. Although some students think research is only for certain people, master level students still need to understand research as future practitioners. They will be consumers and possible partners of researchers. In this session, the presenter and attendees will discuss counseling students’ perceptions toward research and how to make the class better and practical for counseling graduate students.

Developing a Meaningful Research Agenda
*Elizabeth Prosek, Tiffany L. Otting, & Jessica M. Holm*
An emerging trend of increased research expectation requires new professionals to articulate a productive agenda that is also congruent to their passions in counseling. In this session, we guide students to cultivate a meaningful, yet industrious plan. Concrete suggestions are provided with examples from various points in the academic career.

A Professional Imperative: Preparing Entry-Level Counselors in Self-Injury Assessment and Intervention
*Julia Whisenhunt & K. Michelle Hunnicutt Hollenbaugh*
This roundtable discussion will address four critical topics surrounding the counselor educators’ role in preparing CITs to intervene with clients who self-injure: (a) CITs’ knowledge-based competence around assessment of self-injury, (b) CITs’ skills-based competence in self-injury assessment, (c) effective ways to teach this information, and (d) assessment of teaching efficacy.


**Early Bird Session**

**Saturday, September 10, 2016**
8:00 AM - 8:50 AM

**Saturday, September 10, 2016**
9:00 AM - 9:50 AM

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**Using the DSM-5 Cultural Formulation Interview for Understanding Illness Narratives: A Praxis**

*Enobong Inyang & Andrew Burck*

For effective treatment outcomes with multicultural clients it is essential for the clinician to understand the cultural context of illness or client illness narratives starting with assessment. The assessment process of clients of diversity can be challenging and remains ubiquitous. This presentation aims to examine the DSM-5 Cultural Formulation Interview (CFI) as a framework for clinicians to use in assessing cultural features of a client’s presenting concern.

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**Content Sessions 7**

**Saturday, September 10, 2016**
9:00 AM - 9:50 AM

**Saturday, September 10, 2016**
9:00 AM - 9:50 AM – Room: Akala

**Evaluation of Suicide Gatekeeper Training for College Staff and Discussion of Suicide Intervention Skill Measurement**

*Laura Shannonhouse & Yung-Wei Dennis Lin*

This study examined the effect of a nationally recognized suicide intervention, ASIST on 51 college employees compared to 30 wait-list control participants. Statistically significant positive training effects were observed specifically on improving college staff’s skills for performing “suicide first aid” and also their perceptions and readiness of responding to students-at-risk. Further, analysis of SIRI-2 data revealed scoring limitation of the SIRI-2 and provided support for a potential instrument revision.
Psychometrics and Construct Validity
George Richardson
This presentation describes how to establish construct validity using factor models and explores recent controversies regarding the ontological status of latent variables and their use in practice. Key recommendations are presented and participants will leave with knowledge necessary for (a) selecting approaches to modeling that are consistent with their philosophies of measurement, (b) identifying next steps for establishing the validity of their constructs with factor models, and (c) avoiding common pitfalls.

Uncharted Waters: Navigating Section 4 of the 2016 CACREP Standards
Lori Ellison
The advent of the 2016 CACREP standards has brought on some significant changes in the assessment and evaluation of programs. As these changes occur, understanding the ways in which the standards have changed and how to address those changes in a self-study becomes a formidable task. This workshop will explore the new standards, the experience of writing a self-study under the new standards, and the challenges faced along the way.

Roundtables 7

Saturday, September 10, 2016
9:00 AM - 9:50 AM

Counseling Adults with Autism Spectrum Disorder (ASD): The Application of Evidence-based Practices and Outcome Measures to Assess Treatment
Alison Bourdeau & Ali Cunningham
As counselors, we are presented with a variety of client populations some of whom we’re simply perplexed by and with whom our typical treatment approach and methods may not work. The emerging need for counselors to be equipped to work with clients from different social and cultural backgrounds is a cornerstone of competency in our profession; this includes counseling adults with autism spectrum disorder (ASD). This presentation hopes to answer some of the questions that counselors face when presented an adult with ASD in counseling through a discussion of evidence-based practices and the application of outcome measures to help plan for and assess treatment.

Supervisory Relationships: The Influence of Similar and Differing Theoretical Orientations
Amber DiCosola, Eryka Berglund, & Rebecca Newgent
The role of theoretical orientation in the supervisory relationship can influence the development of the counselor-in-training. As such, it is important for counseling supervisors and counselors-in-training to have an understanding of how theoretical orientation can influence the supervision working alliance. We will provide an overview of the current literature and the factors important to the supervisory relationship as well as resources for theoretical orientation development.
Crisis Assessment: Violence, Suicide, & Self-Injury

*Kelly Emelianchik-Key*

Holistic, strengths-based assessment practices are essential for practitioners so they can make informed clinical decisions. Attending to best practices during potential stressful crisis counseling situations can be difficult especially if counselors are unfamiliar with available and well established formal assessments and evidence based procedures. Presenters will discuss high stakes assessment procedures and provide resource information regarding formal assessments for intimate partner violence, suicidal ideation, and non-suicidal self-injury.

Fostering Resilience©: A Clinical Study of an Integrative Group Model for Treating Substance Use Disorders in Adults

*Karrol-Jo Foster*

Fostering Resilience© is a new integrative group model for treating substance use disorders. The FR protocol is the first of its kind to combine three theoretical approaches to relapse prevention: cognitive-behavioral therapy, mindfulness-based relapse prevention and shame resilience theory. The program curriculum and research plan will be presented and discussed.

The Need to Look Beyond Only Gender and Ethnicity when Selecting Instruments for Research

*Sandy Gibson, Kyle Hogan, & Jaclyn Bennett*

It is not uncommon for instruments to be validated with primarily college student samples, and/or focus on gender and ethnicity only when norming. We will explore the importance of looking beyond only gender and ethnicity and better understanding external factors’ influence on construct definition when selecting instruments for research. A case example of our using confirmatory factor analysis to explore whether the Hope Scale (and Agency and Pathway subscales) accurately reflects the construct of hope with urban, low-income, ethnically-diverse populations will be shared.

Preliminary Findings for the State-Interpersonal Reactivity Index for Counselors: A Self-Report Assessment of State-Specific Empathic Concern for Counselors

*David Johnson*

The purpose of this session is to present preliminary findings of the State-Empathic Concern Scale, a state-specific, self-report assessment of counselor experience of in-session empathy with a client that is based on the frequently-used Interpersonal Reactivity Index. Scale items, factor structure, and relevant evidence for reliability and validity evidence for a sample of 200 counselors-in-training will be presented.
Career Construction Interview: A Narrative Approach to Career Assessment

Natalya Lindo

In an effort to dispel the misconception that career counseling focuses solely on occupational information and test administration, career counselors increasingly advocate for integrated approaches that incorporate relationship building, client self-exploration, and assessments. The Career Construction Interview (CCI) utilizes a narrative approach to career assessment. This presentation will include descriptions of the traditional format of the CCI, research studies involving its use with adolescents, and proposed adaptations for its application to school and community settings.

Validity and Reliability of PHQ-4

Yoonsuh Moh

This presentation will engage attendees in discussions of the research findings based on the data from the Pregnancy and Postpartum Wellness Survey. The validity and reliability of the Patient Health Questionnaire-4 to detect depressive and/or anxiety symptoms in adults including pregnant women will be presented.

Item Writing with Formative, Reflective and Rasch Measurement Models

Christina Peterson

The predominant measurement model in counseling is reflective, using Classical Test Theory principles. However, Rasch or formative models may be more appropriate for some constructs and assessment purposes. We will discuss the unique attributes of these three models and provide key considerations within each for construct specification and item writing.

Counselor Education Program Assessment Utilizing the CACREP 2016 Standards

LoriAnn Stretch

Counselor education assessment must inform program modifications and individual student progress. This session will introduce an assessment plan, including a curriculum map, signature assessments, remediation plan, and two program assessment instruments grounded in the 2016 CACREP standards, the ACA Code of Ethics, and the Multicultural and Social Justice Counseling Competencies. Participants will engage in a dialogue about the design and implementation of the assessment plan.

Data-driven from the Start: Infusing Feedback Informed Treatment in Counselor Clinical Training

Kelly Wester & A. Keith Mobley

The ACA ethical codes state counselors should provide services that have been proven to work, and to continually evaluate their own effectiveness in providing services. Yet, very little is done to train counselors how to do this at the master’s level. An example of how one program uses Feedback Informed Treatment (FIT) in their clinical courses with master’s level clinicians, to train them in collecting data to determine their own effectiveness will be discussed, and resources will be provided.
Content Sessions 8

Saturday, September 10, 2016  10:10 AM - 11:00 AM

Saturday –10:10 AM - 11:00 AM– Room: Aurinko
Content Analysis as a Methodological Hybrid: Quantitative and Qualitative Opportunities for Counseling Researchers
Bradley McKibben & Kelly L. Wester
Content analysis is a flexible methodology that has been used to answer a variety of research questions in counseling research. This presentation reviews how to use content analysis deductively and inductively to address quantitatively and qualitatively oriented research questions. We also will explore various ways in which content analysis has been applied in counseling research to highlight new and promising avenues for future innovative research.

Saturday –10:10 AM - 11:00 AM– Room: Akala
Infusing Neuroscience into Autism Assessment: Affordable Best Practices
Donna Sheperis & Carl Sheperis
Neuroscience is a critical frontier in the evolution of autism research. While sophisticated means of examining brain functioning exist (MRI, fMRI, fNIR), the cost is often prohibitive or the technology is unavailable. We investigated a means of bridging the gap between costly technology and understanding the neuroscience related to autism. In this session, we present the results of research conducted to develop a multifaceted diagnostic model for the best practice assessment of Autism Spectrum Disorder (ASD).

Saturday –10:10 AM - 11:00 AM– Room: Surya
The Relationship Between Counselors’ Multicultural Counseling Competence and Poverty Beliefs
Madeline Clark
This presentation will review the results of a study exploring counselors’ MCC and poverty beliefs in a sample of 251 professional counselors. Current literature regarding social class and mental health, poverty statistics, poverty demographics, and poverty disparities will be reviewed. Implications of study results for counselor theory, practice, education, and supervision will be included.

Saturday –10:10 AM - 11:00 AM– Room: Tai Sang
Valid and Reliable, Free or Low-Cost Measures to Enhance Professional School Counselors’ Practice
Sandi Logan & Jenna Alvarez
While professional school counselors are often not responsible for the administration of assessments for special education eligibility, it remains crucial to have knowledge about measures that may best serve K-12 students, whether in the special education or general education setting. Given these aspects, this presentation will focus on highlighting instruments that are valid, reliable, free/low cost, and can aid in a counselor’s role in working with all students, parents, and staff.
**Roundtables 8**

**Saturday, September 10, 2016**

**10:10 AM - 11:00 AM**

Saturday –10:10 AM - 11:00 AM– Room: Del Sol I & Sol II – Table 1

**Measuring a Service-Learning Project Impact on SLOs within a Graduate Group Counseling Course**

**Steve Bain**

This presentation is designed to promote the use of Service Learning Projects in addition to the typical practicum and internship experiences. Participants will evaluate the prospective use of SLPs within their own programs. The presentation will address the potential impact on graduate counseling students, group participants, and the university community.

Saturday –10:10 AM - 11:00 AM– Room: Del Sol I & Sol II – Table 2

**Predicting Counselor Competency**

**Samuel Bierbrauer, Naomi Wheeler, Christopher Belser, & Shaywanna Harris**

This presentation will briefly review relevant research associated with the counselor identity development and the relation with counselor competency and skill. Preliminary findings indicate pre-training counselor identity, counselor self-efficacy, and counselor dispositions are predictors for counselor competency and skill. Implications and suggestions for counselor education and supervision will be discussed.

Saturday –10:10 AM - 11:00 AM– Room: Del Sol I & Sol II – Table 3

**The School Counseling Environmental Scan Model: Enhancing Evidence-Based Practice**

**Laurie Carlson**

Professional school counselors have long used needs assessment data to guide practice. This presentation introduces a model along with supporting tools to guide school counselors in systematically considering strengths, weaknesses, opportunities and threats present in both the micro and macro environment when choosing interventions and developing action plans to meet identified needs. The model has been implemented in several schools across Colorado and shows strong promise for guiding evidence-based practice.

Saturday –10:10 AM - 11:00 AM– Room: Del Sol I & Sol II – Table 4

**Emerging Topics, Trends, and Issues in the Development of the Dissertation Study**

**Donna Gibson & Philip Gnilka**

For this Roundtable, participants will discuss traditional and emerging dissertation topics, formats, and methodologies. Students and educators who direct dissertations will explore with presenters the appropriateness of research questions and methodologies to promote the profession and engage communities in promoting social change. Students and educators are encouraged to bring research/final project ideas and suggestions to further the discussion.
How do Doctoral Students Develop into Scholars?

Dodie Limberg & Therese Maxfield

The purpose of this presentation is to discuss the findings of a qualitative investigation focused on how counselor education doctoral students develop and identify as researchers. Participants will (a) gain a better understanding of the research identity development process of CEDS during their doctoral program, and (b) identify specific experiences of CEDS that influenced their research identity development.

Using Alternative Assessments in Counselor Education Programs: A Suggested Framework

Monir Morgan

This presentation focuses on providing the rationale for and the benefits of using alternative assessments in counselor education, the guidelines for performance-based instruction and assessments, the characteristics of student-centered and performance-based assessments, and the main concerns of using alternative assessment strategies. Many suggested alternative assessment strategies will be briefly described.

Counseling Identity in Question: Research to Support Our Profession

Jason Patton, Marsha Milan-Nichols, Jamie Low, & James Smith

Counseling is in a state of flux even at the most basic levels of what it means to be counselors: fragmentation of our professional identities, “CACREP only,” unification of accrediting bodies, and legal challenges to professional ethics. This round table discussion will support research for the viability of our profession.

Assessing Low Self-Esteem among High Achieving Students

Mary Bess Pannel, Rachael Ammons Whitaker, & Robika Modak Mylroie

The focus of dual enrollment status among 12th graders within a recent research study found self-esteem to be statistically significant. Data were collected through a demographic survey and the Self-Report of Personality, Adolescent version (SRP-A) of the Behavior Assessment System for Children, 2nd edition (BASC-2) instruments. These results highlight the significance of increasing awareness within counseling practices that are sensitive to student self-esteem levels, therefore, promoting and enhancing overall student success.

Assessing Students’ Perceptions of School Counselor Services

Jonathan Ohrt

In this presentation, participants will learn about (a) the development of the Perceptions of School Counselor Services Questionnaire (PSCSQ), (b) initial findings in using the instrument, and (c) implications for school counselors, counselor educators, and researchers. The PSCSQ evaluates students’ perceived helpfulness, need, and comfort regarding their school counselors’ services related to academic, career, and social/emotional interventions.
Saturday –10:10 AM - 11:00 AM– Room: Del Sol I & Sol II – Table 10

**Building Group Leader Self-Efficacy through Service Learning**

*Brandie Oliver*

This presentation will share the findings of a mixed-methods study examining the group leader self-efficacy of school counselors-in-training after the completion of the group counseling course and the facilitation of a group-based service learning experience.

Saturday –10:10 AM - 11:00 AM– Room: Del Sol I & Sol II – Table 12

**Strategies for Partnering with Large School Districts to Conduct Randomized Controlled Trials Supporting School Counseling Outcome Research**

*Linda Webb*

The roundtable session will focus on processes for securing and facilitating school district partnerships that are frequently a requirement prior to being awarded funding for large federal grants. The presenter is a principle investigator finalizing a $2.7 million project funded by the US Department of Education and will share strategies for engaging district partners as well as successful strategies for conducting large scale school based research with fidelity.

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**Poster Sessions 1**

**Saturday, September 10, 2016**

11:00 AM - 11:50 AM

Saturday –11:00 AM - 11:50 AM– Room: Del Sol Foyer

**A Play Therapy Outcome Research Project with Preschool Children**

*Susan Bray & Catherine M. Bohn-Gettler*

The authors present the findings of an outcome research study in play therapy for children with externalizing behaviors. The current study tracked the progress of preschool children’s self-regulation, theory of mind, and expressions of aggression, important skills for school readiness. The researchers will present results from the eight-session play therapy study and provide implications and conclusions regarding the results.

Saturday –11:00 AM - 11:50 AM– Room: Del Sol Foyer

**Child-Centered Group Play Therapy and Social-Emotional Development of Children**

*Yi-Ju Cheng*

The goal of this presentation is to present a randomized controlled trial research examining the effects of Child-Centered Group Play Therapy (CCGPT) on the social-emotional assets of children. The presentation aims to share the research outcome, introduce CCGPT procedures, present data analyses and methodology, and discuss cultural considerations and implications.
Using a Community Engagement Model for Social Justice Advocacy

RJ Davis & Donna Sheperis

A step-by-step advocacy model with a strong community engagement component to address social justice issues is presented. Attendees will learn how this conceptual model was successfully implemented to engage community members and other stakeholders on the issue of bullying. The theory behind the model and the necessity of the Action Step will be discussed. Copies of the model will be provided.

Using Research to Promote Advocacy for Social Change

Sandy Gibson, Kyle Hogan, & Jaclyn Bennett

The Trenton Violence Reduction Strategy (TVRS) is a community-based deterrence strategy used to recruit known violent offenders to desist from criminal behaviors. TVRS evaluation is a one-group design with baseline, 6, 12 and 24 month follow-up. Graduate students are actively engaged both through interviewing subjects and analyzing data through their research methods and statistics class. Students report a new understanding of inequality through this exposure to social injustices.

Predictors of Client Outcome: Multicultural Competence and the Working Alliance

Jessica Gonzalez & Sejal Barden

Exploration of multicultural competence and working alliances may increase understanding of the therapeutic factors that influence client outcomes. The purpose of this research study was to investigate relationships between multicultural competence, working alliance, and client outcomes as perceived by counselors-in-training and their clients (N = 191; n = 72 counselors-in-training, n = 119 clients).

The Effect of School Counselor Expectations Upon College Going Outcomes

Chloe Lancaster

This poster will present results from a study examining counselors’ activities related to students’ post-secondary attitudes, behaviors, and outcomes. Researchers used data from the High School Longitudinal Study (HSLS), which documented student outcomes from the beginning of high school into postsecondary education, the workforce, and beyond. Structural equation modeling revealed counselor expectations and college planning meetings, positively impacted student expectations and plans for college going.

Taming Anxiety: Exploring Neurofeedback Training for College Students

Caitlyn McKinzie

This presentation explores using neurofeedback training for college students experiencing anxiety. Due to the change that accompanies starting college, students are at an increased risk of experiencing debilitating anxiety. The literature on neurofeedback training, anxiety, and mental health needs of college students will be addressed. Recruitment, methodology, and assessments for this quasi-experimental design will also be explored as well as the emerging effectiveness of neurofeedback training.
Researching Counselor Education: A systematic, Critical Content Analysis of Methodology  
*Casey Barrio Minton, Carrie Wachter Morris, & Sharon L. Bruner*

Presenters will highlight emerging trends regarding questions asked, designs used, and analyses implemented in research regarding teaching and learning in counselor education. The poster will include systematic evaluation of quality indicators: clarity of questions; appropriateness of design, sampling, instrumentation, and analyses; and rigor in presentation of results. We will provide exemplars and help you identify opportunities for enhancing rigor in your own instructional research.

Predictors of Client Outcome: Multicultural Competence and the Working Alliance  
*Jessica Gonzalez & Sejal Barden*

Exploration of multicultural competence and working alliances may increase understanding of the therapeutic factors that influence client outcomes. The purpose of this research study was to investigate relationships between multicultural competence, working alliance, and client outcomes as perceived by counselors-in-training and their clients (N = 191; n = 72 counselors’-in-training, n = 119 clients).

Advancing Social Change: A 4 Step Process for Problem and Mirrored Purpose Statements  
*Jason Patton, Marsha "MJ" Milan-Nichols, & Janae Thompson*

This poster is an advancement of a 2015 roundtable that invited feedback on a multi-step process for mentoring doctoral students in creating problem/purpose statements for positive social change. Participants will be provided with the resultant tool and are invited to strategize current or future problem and purpose statements with presenters.

Art Can Be Culture-Freer Assessment: Exploring the Multicultural Utility of the Art-Based Counseling Assessment  
*Seungbin Oh & Elizabeth Pennock*

Due to the nonverbal nature of art, art-based assessments are considered a culture-free assessment and often utilized with diverse cultural groups. The Person Picking an Apple from a Tree (PPAT) is an art-based standardized assessment utilized by many mental health professionals, but little empirical evidence exists that supports the cross-cultural validity and reliability of the assessment. This presentation, therefore, will examine the cross-cultural utility of PPAT assessment.

Self-Transcendence, Social Interest, and Spirituality to Well-Being Among Adults Living with HIV/AIDS  
*Jonathan Sperry, Paul Peluso, & Len Sperry*

This poster will highlight a quantitative dissertation that investigated the relationship of three protective factors: self-transcendence, social interest, and spirituality to well-being among adults living with HIV or AIDS. Self-transcendence and social interest accounted for 45% of the variance in well-being and were both positively correlated with well-being.
Archiving Organizational History Through Phenomenological Methods
Kathryn Williams & Jacqueline Swank
This presentation focuses on the use of phenomenological research methods in archiving and sharing organizational leadership history within a state counseling association. The findings will be briefly reported; however, the focus of this presentation will be on how the use of methods assisted the organization in the history archiving process and how the data and results will be used for future leadership development. The presenters will also address replication of the project by other organizational systems.

Poster Sessions 2

Saturday, September 10, 2016 1:20 PM - 2:20 PM

Saturday –1:20 PM - 2:20 PM – Room: Del Sol Foyer
The Comfort with Sexual Behaviors Scale
Molli Bachenberg
Sexuality is a fundamental aspect of human development. Professionals need to convey acceptance of others’ gender, sexual/affectional orientation, experiences, and cultural and social conditioning. The presenter will review the literature on counselor training and comfort level with sexuality and talk about the development and validity of the Comfort with Sexual Behaviors Scale that can be utilized to determine a person’s level of comfort in discussing specific sexual behaviors, in addition to his or her level of sex positivity.

Saturday – 1:20 PM - 2:20 PM– Room: Del Sol Foyer
Predicting Undergraduate Retention in STEM Majors Based on Career Readiness and Career Development Participation
Christopher Belser
The purpose of this poster session is to indicate whether undergraduate retention in STEM (science, technology, engineering, and math) majors can be predicted based on students’ participation in a STEM-focused career planning class, students’ initial major, and changes in students’ career readiness scores. Using binary logistic regression, the researcher will examine whether these variables predict STEM retention from students first year to their second year of college.

Saturday –1:20 PM - 2:20 PM – Room: Del Sol Foyer
Interpersonal Effectiveness Characteristics and Skills: Instrument Development and Item Validation Process
Karisse Callender
This poster presentation will provide an overview of an emerging assessment of interpersonal effectiveness characteristics and skills. Participants will learn about the theory underlying the assessment, the process of validating items, and the steps involved in developing an instrument. Participants will also learn about the importance of instrument development in the field of counseling.
Coping Assessment for Bereavement and Loss Experiences (CABLE): Mixed-Methods Development of a New Instrument

A. Elizabeth Crunk & Laurie A. Burke

Although there is a current movement for promoting self-management strategies for coping with chronic conditions such as complicated grief, there remains a need for an instrument that measures the helpfulness of such strategies for bereaved individuals. This poster presents the mixed-methods development of a new instrument, the Coping Assessment for Bereavement and Loss Experiences (CABLE). Preliminary qualitative data are presented and implications for research and practice are discussed.

The Supervisor-Supervisee Relationship and the Therapeutic Alliance (TA)

Kristina DePue, Glenn Lambie, & Jessica Gonzalez

Although the importance of supervision is undeniable, limited research has investigated the influence of the supervisor-supervisee relationship on the therapeutic alliance (TA). This study (N = 422) examined the contribution of supervisees’ supervisory relationship levels to the TA scores with their clients in practicum using structural equation modeling (SEM). Supervisory relationship scores positively contributed to the TA. Client and counselor ratings of the TA also differed.

An Investigation of the Effects of Neurofeedback Training on Attention Deficit Hyperactivity Disorder in College Students: A Pilot Study

Shaywanna Harris

College students diagnosed with ADHD are at higher risk for social impairment, sleep disorders, depression or suicidal ideation, as well as anxiety on multiple levels, including stress anxiety and test anxiety. Compounding this problem is the lack of resources for college students with ADHD. This poster will present results of a pilot study investigating the effects of neurofeedback training on ADHD symptoms in college students.

Immediate Effects of Therapeutic Group Drumming on Affective States in Inpatient Substance Abusers

Caroline Kerbel, Jon Sperry, Gerardo Casteleiro, & Mercades Garcia

The aim of the study is to examine the immediate effects of a group-based wellness drumming session on the affective states of substance abusers in inpatient treatment centers. This study examines whether or not the use of the specific group wellness drumming protocol may be supported in addiction treatment.

A Sex Trafficking Assessment Mnemonic for Counselors Working with Children and Adolescents

Gerald Juhnke & Shawna M. Corley

Estimates suggest 100,000 to 300,000 persons are trafficked within the U.S. annually. Many trafficked persons experience diagnosable disorders. Yet, most counselors never receive trafficking risk assessment training to identify these persons. This interactive, high-energy poster presentation will describe a practical, easy-to-use, child/adolescent sex trafficking risk assessment mnemonic designed to identify those at risk for sex trafficking potential and persons who may have been sex trafficking involved.
Psychometric Properties of the Perceived Stress Scale with a Sample of Practicing School Counselors

Patrick Mullen

This session presents a series of studies that examine the psychometric properties of the Perceived Stress Scale (PSS; Choen, Kamarck, & Mermelstein, 1983) with a sample of practicing school counselors (N = 2,085). Attendees will learn about (a) the psychometric properties of the PSS, (b) a comparison of the one factor model, two factor model, and four item model of the PSS, and (c) evidence of construct validity. Implications for future research and practical use of the PSS will be discussed.

Preliminary Evidence for TF-CBT as an Intervention for Traumatic Response to Bullying

Laura Bailey Smith, Ajitha Chandrika Prasanna Kumaran, & A. Stephen Lenz

This poster presentation will report the findings of a small series single case research design evaluating a 12-session TF-CBT intervention with teenagers who have been victims of severe bullying. Methodological development, therapeutic intervention, data analysis, results, implications, and future directions for counseling research and evidence-based practice will be provided.

Social Class and Classism Training Questionnaire: School Counselors Training and Competencies

Zachary Pietrantoni

The purpose of this program is to provide information about the development and findings of the Social Class and Classism Training Questionnaire normed on school counselor trainees. In addition, this program will provide information about how to increase multicultural training of social class issues for practicing and training school counselors.

Results of a Randomized Controlled Trial of a Developmental School Based Intervention

Linda Webb

Participants will learn about the impact of Student Success Skills on student’s behavior and academic development and how different groups of students respond to SSS in order to determine the appropriateness of implementing SSS in their school setting. Participants will also have the opportunity to converse with researchers about processes involved in conducting randomized controlled trials and other levels of research in schools and school districts to support evidence based practice.
Saturday – 2:30 PM - 3:20 PM– Room: Aurinko
**Nonlinear Analysis of Counseling Relationships**
*Richard Balkin & Katelyn M. Gosnell-Richey*
Progress is not always steady in counseling. Clients may often show initial improvement and then get stuck or decline before they improve again. Most correlational designs used in counseling research assume linearity and cannot depict the natural peaks and valleys often experienced in counseling. The presenters will identify the lack of research related to nonlinear relationships and provide examples and demonstrate how to evaluate nonlinear relationships in counseling research.

Saturday – 2:30 PM - 3:20 PM– Room: Akala
**Assessing Conversation Processes in Understanding the Therapeutic Relationship**
*Robert Freund, Paul Peluso, Emily Acosta & Cara Damier*
The therapeutic relationship is a key element of therapeutic interactions, and has been identified as explaining 12% of the variance in clinical outcomes. The session will present research that applies observational coding methods to recordings of therapeutic encounters. The researchers will discuss Gottman's system of bids and turning, and apply this to assessments of therapeutic relationship maintenance and client retention. Demonstrations of the research will also be provided to facilitate understanding and integration of the presentation concepts.

Saturday – 2:30 PM - 3:20 PM– Room: Surya
**Do’s and Don’ts: A Guide to Publishing SEM Research**
*Stephanie Crockett*
SEM is a becoming a widely used advanced statistical method in counseling research. While this emerging trend plays a critical role in validating counseling constructs and models, misapplications and misconceptions of SEM are prevalent in the published literature. This presentation will provide attendees with an overview of how to publish SEM research in counseling journals. Commonly cited concerns related to SEM publications will be discussed. Attendees will receive practical guidelines for addressing commonly cited concerns when preparing an SEM study for publication.

Saturday – 2:30 PM - 3:20 PM– Room: Tai Sang
**Perceptions of Grant Funding of Counselors and Counselor Educators: An Exploratory Study**
*Megan Delaney*
There is an ongoing movement in the counseling discipline to produce more empirical evidence but external funding is often needed to do so. This presentation outlines preliminary findings investigating the perceptions that counselors/counselor educators have toward grant writing. Participants will be asked to share their own thoughts and experiences. Strategies and resources useful in pursuing external funding will be provided by the presenters who have a combined 25 years of grants experience.
Roundtables 9

Saturday, September 10, 2016  2:30 PM - 3:20 PM

Saturday –2:30 PM - 3:20 PM – Room: Del Sol I & II – Table 1

Does Relationship Education Influence Parental Attitudes?

_Sajel Barden_

Previous research has highlighted that after the birth of a first child, couples disagree more often than before, experience greater conflict, and report lower satisfaction within their own relationship. Furthermore, economic pressure has been found to reduce psychological well-being and relationship satisfaction. This presentation highlights results from a grant-funded study investigating the efficacy of a couples-based intervention for economically strained couples that were planning on or had recently experienced child-rearing for the first time. Implications for practice and future research will be discussed.

Saturday –2:30 PM - 3:20 PM – Room: Del Sol I & II – Table 2

Creating Transformative Research Through Interpretive Phenomenological Analysis: A Critical Epistemological Lens

_Christian Chan_

New developments and recent advances in qualitative research, including interpretive phenomenological analysis (IPA), have offered a multiplicity of strategies to attach meaning to counseling, counselor education, and supervision as social justice praxis. Utilizing an interdisciplinary approach, the presenter will explicate the multi-layered, intentional process of IPA while engaging in a collaborative dialogue with participants to formulate future research projects utilizing IPA.

Saturday –2:30 PM - 3:20 PM – Room: Del Sol I & II – Table 3

The Impact of Kinder Training on Early Elementary School Children’s On-task Behavior: A Single-Case Experimental Design

_Szu-Yu Chen_

Children’s off-task behavior can result in reduced academic engagement, increased teaching stress, and strained teacher-child relationships. This study utilized an experimental single-case methodology to investigate the impact of Kinder Training, a play-based teacher intervention, on young children’s on-task behavior in the classroom. This roundtable discussion will address key features of single-case research designs, the procedures and results of the current study, and benefits and challenges of conducting single-case research in the school setting.
Phenomenology and Grounded Theory: Specificity, Distinction and Implications for Counseling Research

Olga Dietlin & Andrea Dyben

This session will be helpful to the participants desiring to conduct a qualitative study, students considering either a grounded theory or phenomenological dissertation project, and counselor educators teaching research. The presenters will review the disciplinary origins and historically distinct purposes of each approach and their corresponding methodological differences. With a research question in mind, the participants will reflect on the appropriateness of these methods for their intended goal, and discuss strengths and weaknesses in each type of qualitative inquiry.

Measuring the Effectiveness of 12 Step CBT in a Residential Substance Abuse Treatment Program

Jeffrey Garrett

This presentation will focus on measuring the effectiveness of 12 Step Cognitive Behavioral Therapy (12 Step CBT) in a residential treatment program in central Ohio. The presenter will discuss the design of the study and review the test properties of the Addiction Severity Index (ASI-MV), the Beck Depression Inventory (BDI), the Beck Anxiety Inventory (BAI), and the Recovery Interview (RI). Participants will learn multidimensional assessment procedures that can enhance the effectiveness of substance abuse treatment; learn the test properties of four standardized instruments that are used in substance abuse treatment, as well as the strengths and limitations of the current study to encourage future research.

Motivational Interviewing (MI) and Guided Reflective Practice in Case Conceptualization (CC) Training: A Pilot Study

Scott Lipp & Vassilia Binensztock

Pilot study investigating the effects of Motivational Interviewing (MI) and Reflective Practice (RP) on a case conceptualization (CC) training model. Participants were graduate-level counseling students (N=15) in a CACREP Counseling Theories/Techniques course at a South Florida University. MI (n=7); RP (n=8). Training model included three CC workshops, with pre/post-test measures.

Causal Inference in Observational Research

George Richardson

What if children experienced less adversity? Would they become healthier adults? What if adolescents were more religious or spiritual? Would they use and abuse psychoactive substances to a lesser extent? Can we know anything about what would happen in these cases, absent experimentation? This talk reviews counterfactual principles for causal inference, illustrates their application to randomized experimentation, and then illustrates their application to observational data from natural experiments and twins.
Religious Abuse: A Qualitative Investigation of the Phenomenological Experiences of LGBT+ People Who Experienced Religious Abuse

John Super & Philip Daniels

This discussion focuses on a study investigating the lived experiences of LGBT people who were religiously abused. The presenters will define religious abuse; expand on the phenomenological investigation of the participants and the effect on societal change. Attendees will gain a better understanding of the research methodology, content analysis and the implications for counseling and counselor education.

Implementing Outcome Research and Evidence-Based Practice into Clinical Case Formulation and Treatment Planning

Donna Tromski-Klingshirn

Outcome research and evidence-based practices need to be considered and implemented in the clinical case formulation and treatment planning process. Using case examples, participants will learn very practical ways to examine, document, and apply the outcome research findings when implementing evidence-based practice into clinical case formulation and intervention. Counselor educators and clinical supervisors will also be able to use the information provided for training and supervising counselors.

Thank You to Our Sponsors
Thursday, September 10, 2016 3:25 PM - 4:15 PM

Saturday – 3:25 PM - 4:15 PM – Room: Aurinko

Exploring Life Balance Among Entrepreneurs
Richard Balkin, Gerald A. Juhnke & Shaun Sowell
This program is designed to capture a holistic assessment of life balance. Life balance has more empirical support in terms of definition, model, and assessment than wellness at this time. Entrepreneurs will be compared to clinical and nonclinical norm groups across the multiple life balance domains including positive orientation, stress/anxiety, substance use, spiritual support, friendship, sleep disturbance, career, sex/intimacy, global health, and quality of relationships.

Saturday – 3:25 PM - 4:15 PM – Room: Akala

Teaching Assessment in Counseling: An Educational Approach Designed to Demystify Instruments and Explore their Sociopolitical Ramifications
Anna Lora Taylor & Bob Kronick
An emerging educational theme is focusing on the difference between education and training. We assert that counselor education has focused more on training than education. It may be as society and culture continue to transform, we will need to move toward a more dynamic model focused on education. This session will explore an educational approach to co-teaching the assessment course to a diverse group of students. Attendees will share views on teaching the assessment course, how assessments are selected, and what their sociopolitical ramifications are.

Saturday – 3:25 PM - 4:15 PM – Room: Surya

Why Can’t We Be Friends? Former Client Perspectives of Post-Therapy Relationships
Allison Kramer
Current research suggests therapists feel less ethically conflicted about entering nonsexual relationships with former clients than they have in the past. Less researched is the client’s perspective of befriending a former counselor. This mixed methods study interviewed 9 former clients and revealed results ranging from harmful to neutral to beneficial to confusing. This presentation encourages counselors to apply the 2014 ACA Code of Ethics standards for best practices when considering befriending former clients.

Saturday – 3:25 PM - 4:15 PM – Room: Tai Sang

Christian Chan & Amanda R. Friday
Career assessment stems from the rich history of career development within counseling to offer unique layers of culturally diverse worldviews on the workplace, leadership, career trajectories, interests, and histories (McMahon & Watson, 2012; Walker & Peterson, 2012). The presenters will co-construct demonstrations unifying career assessments with multiculturalism and social justice.
Complete the “Earned Contact Hours” (CEU) column below to indicate which sessions you attended. Then total the number of hours attended (not to exceed 16 hours). Remember to complete both copies of these forms; keep one copy for your records and submit the other copy to the registration table by the end of the conference.

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I certify that the information presented on this form is complete and accurate.

Name: ___________________________ Signature: ______________________________

Certified by: Elizabeth Villares  
2016 AARC Conference Chair  
Date: September 9 and 10, 2016