Things to Do in Memphis!

Shopping/Entertainment
Bass Pro Shop Pyramid; Beale Street/Beale Street Landing; Memphis Ghost Tour; Memphis Zoo; Mud Island River Park; The Peabody Duck Parade (11 am and 5 pm daily—but get there early); South Main Street (Shopping)

Museums
Graceland; National Civil Rights Museum; National Ornamental Metal Museum; Pink Palace; Rock ‘n Soul Museum; Stax Museum of American Soul Music; Sun Studios

Places to Eat!

Local Legends
The Arcade (great for breakfast); Central BBQ; Dyer’s Burgers; Gus’ Fried Chicken; Huey’s Burgers; Rendezvous (BBQ),

Local Favorites
Aldo’s Pizzeria; The Bar-B-Q Shop; Jerry’s Snow Cones (full menu); Local Gastropub; Muddy’s Bakeshop/Grindhouse; South of Beale

Fine Dining
Blue Fin; Capriccio Grill; Chez Philippe; Flight; Itta Bena; Majestic Grill; Texas de Brazil
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President’s Welcome

Welcome, AARC members, friends, and honored guests, to Memphis for our annual National Assessment and Research conference.

It is my privilege and honor to serve as president of this dynamic organization, particularly this year, as we celebrate our 50th anniversary as a division of ACA. This organization has been a beacon for advocacy related to assessment practices and mainstay for the development of research and evaluation within the counseling field. This year, our conference chair, Stephen Lenz, and his committee members have devoted their time and attention to finding unique ways for us to celebrate our past, embrace the challenges of the present, and look forward to in the future.

Whether you were one of the division's original members or you are joining us for the first time, thank you for joining us here. Thank you for engaging with us to develop your own and others' skills in research, measurement, and assessment in counseling and our sister fields. While you are here, I hope that you will not only make time to not only attend sessions, but also meet and network with each other. The power of the relationships that exist in this division is a big part of the energy that has made it one of the friendliest I have experienced.

There are big moves afoot in AARC in the coming years, several of which we will be unveiling at the luncheon and business meeting. We are excited about the ways that this division can continue to serve as a resource to the profession and our members, but also as a home base within ACA. Thank you for being a part of this community.

Sincerely,

Carrie Wachter Morris
About AARC
Association for Assessment and Research in Counseling: A Division of the American Counseling Association

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;
- 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.

To learn more, please visit http://aarc-counseling.org/

2015 AARC National Assessment and Research Conference
Qualification for NBCC Continuing Education Contact Hours
DoubleTree Memphis Downtown, Memphis, TN

Complete the Earner Contact Hours column below to indicate which sessions you attended. Then total the number of hours attended (not to exceed 12.5 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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Name: ____________________________
Signature: ________________________ Date: ____________

Certified by: 2015 AARC Conference Chair
AARC’s 2015-2016 Leadership

Executive Board

President—Carrie Wachter Morris, University of North Carolina, Greensboro
President-Elect—A. Stephen Lenz, Texas A & M University - Corpus Christi
Past President—Shawn Spurgeon, University of Tennessee, Knoxville
Treasurer—Caroline O’Hara, Toledo
Secretary—Donna S. Sheperis, Walden University
Member-at-Large Membership—Elizabeth Prosek, University of North Texas
Member-at-Large Publications—Andrew M. Burck, Marshall University
Member-at-Large Awards—Stephanie Crockett
ACA Governing Council Rep.—Donna Gibson, Virginia Commonwealth University
Graduate Student Representative—Whitney Akers

Committee Chairs

Bylaws and Ethics -Donna Gibson, Virginia Commonwealth University
2015 Conference- Stephen Lenz, Texas A&M University - Corpus Christi
Diversity in Assessment & Research- Caroline O’Hara, University of Toledo
Research- Christina Peterson, Rider University
Specialty Standards and Statements- Carrie Wachter Morris, UNCG
Social Media- Rachael Ammons, Lamar University
Webmaster- Yung-Wei Dennis Lin, New Jersey City University

Editors

Measurement & Evaluation in Counseling & Development (MECD)
Paul Peluso, Florida Atlantic University
Counseling Outcome Research & Evaluation (CORE)
Rebecca Newgent, Western Illinois University - Quad Cities
AARC NEWSNOTES
Philip Gnilka, DePaul University

AARC Emerging Leaders

Dodie Limberg, University of South Carolina
Peepor McDonald, Georgia State University
Conference At a Glance

Thursday, September 17
8:00-5:00  AARC Board Meeting
1:00-6:00  Registration and Check-In

Friday, September 18
8:00-9:00  Content Sessions
9:00-10:00  Sessions & Roundtables—CES
10:00-11:00  Sessions & Roundtables—Assessment
11:00-12:00  Sessions & Roundtables—CMH Practice
11:00-11:30  Poster Session 1
12:00-1:15  Luncheon and Keynote Speaker—Jerry Juhnke
1:30-2:00  Poster Session 2
2:00-3:00  Sessions & Roundtables—School
3:00-4:00  Sessions & Roundtables—Research
4:00-5:00  Sessions
5:30-8:00  President’s Reception

Saturday, September 19
9:00-10:00  Sessions
10:00-11:00  Sessions
11:00-12:00  Sessions
12:00-1:00  Sessions

2015 AARC National Assessment and Research Conference
Qualification for NBCC Continuing Education Contact Hours
DoubleTree Memphis Downtown, Memphis, TN

Complete the Earner Contact Hours column below to indicate which sessions you attended. Then total the number of hours attended (not to exceed 12.5 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: _____________________________  Date: __________________

Certified by:  2015 AARC Conference Chair
Meet the Presenters Continued

Thomas M. Murphy, MS, NCC, APC, Georgia State University

Dr. Tony Michael, LPC, RPT, specializes in children, adolescents, and parent consultations. He is also an Approved Clinical Supervisor and a National Certified Counselor.

William Andrew Ramsey, M.S., CRC is in the process of completing his first year of the doctoral program in Counseling Psychology at the University of Memphis. His clinical experience includes rehabilitation and substance abuse counseling in both outpatient and intensive outpatient programs.

Yuliya Zholu is a first year doctoral student in the Department of Counseling at the University of Texas at San Antonio.

We would like to give a special thank you to the Counseling, Educational Psychology & Research Department at the University of Memphis and the Kappa Zeta Chapter of Chi Sigma Iota for their sponsorship of this event.

Thursday, September 17

8:00-5:00  AARC Board Meeting  Location Desoto
1:00-6:00  Registration and Check-In  Location Lobby

Friday, September 18

8:00-9:00  Content Sessions  Location Desoto

Using the W.H.O.’s International Classification of Functioning, Disability, and Health (ICF) to assess persons in counseling contexts: A clinical, research, and teaching assessment  Location Adams
Deirdre O’Sullivan,
The ICF framework has been recommended by the WHO as the unified framework for assessing clients in a range of service settings. The emphasis on holistic conceptualization, health, and quality-of-life are key features of the framework that align with counseling philosophy and practice. Using presentation format and a case study activity, participants will learn to use this important tool in counseling contexts, in research contexts, and in the classroom.

Intersectionality in Counseling Research: A Paradigm, A Method, A Praxis  Location Beale
Christian Chan
Intersectionality has emerged as a significant topic within counseling research and practice to meet a paradigm shift in multiculturalism and social justice that moves beyond unilateral perspectives of cultural and social identities. With participants, the presenters will co-construct capacities that underlie intersectionality while remaining true to its tenets.

Using Action Research to Prepare Professional School Counseling Students to Become Effective Social Change Agents  Location Chelsea
Ahmad Washington
This presentation will discuss action research and how it is germane to the duties 21st century professional school counselors are expected to perform. Special focus will concentrate on how action research is applicable to the lives of historically marginalized students. Finally, counselor educators will consider how they can teach action research to professional school counseling students in ways that conform to existing accrediting and professional standards.

9:00-10:00  Content Sessions  Location Desoto

Simple Strategies for the Instruction of Crisis Assessment in Practicum and Internship  Location Desoto
Kelly Emelianchik-Key & Amanda LaGuardia
Students commonly work with difficult client populations in crisis, which are sometimes beyond their scope of training. Students learn about assessment during their coursework, but often struggle with implementation when developing relationships with their clientele. This presentation will provide simple strategies that will assist students in their utilization of assessments when providing therapeutic care for clients in crisis.
Data Meaning Making: Not the Product, BUT the Purpose of Program Evaluation
Donna Gibson, Casey Barrio Minton, & Carrie Wachter Morris

Program evaluation is often a requirement of higher education programs, external funding agencies, and good research. Beginning with the 2009 CACREP standards and continuing with the 2016 CACREP revision, a significant focus of program evaluation has highlighted student learning outcomes. "How" these are assessed has overshadowed what the data means. In response, the presenters will focus on how to use data to enhance individual student development, programs, and scholarship of teaching and learning.

Furthering the Mathematical Model of the Therapeutic Relationship: New Findings from the Alliance Lab
Paul Peluso, Patricia Diaz, Rob Freund, & Andrew Baker

The success of counseling depends on the nature of the therapeutic relationship. We present findings from an ongoing research project that looks at positive, negative, and neutral emotions in counselors and clients. Participants will learn how to look for specific non-verbal behaviors that indicate whether the relationship is developing well or poorly; how the therapeutic relationship is different from other relationships; and how knowledge of these relationship dynamics can impact outcomes.

The Treatment Planning Methods of Expert Counselors
Daniel Gutierrez, Elizabeth Fallon, Kendra Jones, & Jesse Fox

Treatment planning is an essential task that every practicing counselor must carry out. However, research on effective treatment planning approaches is scarce. Past researchers have found significant variability between what is known about clinical decision-making and what is practiced. Is research informing practice? Is it just gut instinct? Is it all happenstance? In this presentation, we will discuss the findings of a recent study that examined the treatment planning strategies of expert counselors.

Meet the Presenters Continued

Rebecca Newgent, Ph.D., L.C.P.C., NCC is a Professor in the Department of Counselor Education at Western Illinois University - Quad Cities and Editor of CORE.

Dr. Richard Balkin is a Professor and Doctoral Program Coordinator at the University of Louisville. He is the editor for the Journal of Counseling and Development, the flagship journal for the American Counseling Association, and past president for the Association for Assessment and Research in Counseling.

Dr. Richard James, NBC, LPC is a professor of counseling at The University of Memphis. He has written extensively in the field of crisis intervention.

Robert Cox, LPC, is a 3rd year doctoral student in Counseling and Counselor Education at The University of Memphis. His doctoral research is the development and evaluation of a treatment intervention for inmates with mental illness.

Dr. Robika Mylroie

Dr. Sabina de Vries teaching interests include counseling research, counseling techniques, practicum, and psychopharmacology. She has also been in private practice for over 10 years.

Sara Haas is a doctoral student and a former early childhood teacher. Her area of focus is child-centered play therapy.

Shaun Sowell is in her second year in the Counselor Education and Supervision program at the University of Louisville.

Dr. Shawn Spurgeon is an Associate Professor of Counselor Education at the University of Tennessee at Knoxville. He is the coordinator of the Clinical Mental Health Counseling program. He currently serves as President for the Association for Assessment and Research in Counseling (AARC).

Sonia Ramrakhiani, M.S.

Stephanie Crockett, PhD is an assistant professor in the Counseling Department and the director of the Adult Career Counseling Center at Oakland University.

Steve Bain, LPC serves as an Associate Professor of Counseling and the department chair for the Department of Educational Leadership and Counseling at Texas A&M University-Kingsville. His research interests include rural mental health, self-injurers, anger management, and grief and loss.

Ted Chapin is a licensed clinical psychologist and co-owner of Chapin & Russell Associates and the Neurotherapy Institute of Central Illinois. He is Board Certified in Neurofeedback.
Meet the Presenters Continued

Mike Kalkbrenner, MS, NCC.

Mike Skirius is a 3rd year Master’s student in the Clinical Mental Health Counseling program at The University of Memphis.

Dr. Natalie Indelicato, LMHC is a supervisor and has considerable clinical and research experience related to eating disorders, sexual assault, and suicide prevention and education.

Nesime Can is a doctoral student at Texas A&M University-Corpus Christi. She has worked with adolescents in school and community-based settings.

Olivia Uwamahoro, M.S., NCC is a doctoral candidate at the University of Central Florida.

Pamela A. Cogdal, Ph.D. HSP is the Clinical Coordinator of Counseling Practice and Associate Clinical Professor / CEPR at The University of Memphis.

Patricia A. Harris, EdD, LPC, NCC, NCSC. Specializes in EMDR Therapy.

Patrick Mullen, Ph.D. started working at the Counselor Education Program in the at East Carolina University in August of 2014. His research focus includes counselor education and supervision, professional school counseling, and effective interventions for children and adolescents.

Paul Peluso is the editor of MECD. He is the Chair and Professor of the Counselor Education Dept. at FAU and a member of AARC for 15 years.

Philip Gnilka, PhD, is an Assistant Professor in the Clinical Mental Health Counseling Program in the College of Education at DePaul University in Chicago.

R. J. Davis, Ph. D., is an Assistant Professor and Program Coordinator of Clinical Mental Health Counseling at Lamar University.

Rachael Whitaker-Ammons is currently a visiting professor at Lamar University. She experience in behavioral intervention, conducting structured behavioral interventions, monthly mental health training’s, coordinated family service interventions, conducted Autism training and interventions, classroom observations, testing, screening and data collections and conducted intervention with at risk pregnant mothers.

Dr. Rachel Ammons

Rachel Ladd, Centerstone Research Institute

Rosaire Daigle is in his fifth year of the doctoral program in Counseling Psychology.

9:00-10:00 Roundtable: CES Gayoso

Are Counselor Education programs preparing school counselors to work with individuals with disabilities?

Helen Hamlet & Lauren Moss

The Department of Education’s Office of Civil Rights reports that 433,908 students across the United States have 504 plans. This statistic generates an essential question for Counselor Educators. Are we educating school counselors to address the needs of these students? This workshop addresses school counselors’ use and responsibility for writing 504 plans; counselor’s feedback on preparation to work with this populations; an outline for writing effective 504 plans; and informs curriculum for counselor education programs.

Active Learning Strategies for Teaching Online or Hybrid Assessment Courses in CACREP-Accredited Programs

Caroline Perjessy & Julia Whisenhunt

In this presentation, we will explore the rationale for active learning strategies and how they can be incorporated in an online or hybrid CACREP-accredited Assessment course. With the increase of CACREP-accredited online programs and the need to engage online student learners, counselor educators would benefit from successful active learning strategies that educate the student in understanding the relevance and importance of assessment in their careers while simultaneously addressing the CACREP standards.

Best Practices for Research Mentorship in Counselor Education Programs

Joshua Watson

An important component of the counselor educator professional identity is research. However, all students will not have the opportunity to participate in research mentoring relationships. This round table session is designed to stimulate discussion regarding the research mentorship process and provide attendees with best practice strategies for engaging their students in mentoring relationships designed to develop research proficiency, change perceptions of research, and enhance scholarly productivity.
Getting to Know the AARC Journals
Paul Peluso & Rebecca Newgent
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.

Assessment of Professional Identity Development
Amanda La Guardia
In order to support and encourage the development of new counselors, formal and informal assessment practices are necessary to monitor progress, foster strengths, and facilitate appropriate orientation to best practices. Attendees will learn stages of professional identity development specific to the counseling profession and will learn strategies for assessing the development of their students and supervisees. The Professional Identity and Values Scale (PIVS) will be provided along with current research information related to its use.

Promoting Self-Agency and Affirming Research Identity of Female Counselor Educators via Research Mentorship: A Relational Cultural Approach
Yuliya Zholu & Maria Haiyasoso
Given the importance that scholars attribute to developing a research identity, it is necessary to understand how female doctoral students perceive research mentoring relationships that aid them in developing research competencies. This information can inform institutional policy and illuminate strategies to support female doctoral students in securing research mentoring relationships and reducing gender bias. In this presentation, we will describe relational factors in research mentoring of women and strategies for promoting professional identity.

Past-Presidents Panel: Perspectives and Prospects about Assessment and Research in the Decade
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.

Meet the Presenters Continued

Lauren Moss, Ph.D., Kutztown University of Pennsylvania
Lori Ellison, PhD, LPC, ALPS, is a counselor educator at Marshall University where she teaches in a blended model counseling program. She teaches a mixture of hybrid and fully online courses and has won a national teaching award from Blackboard for her course design.

Dr. Lori Russell-Chapin is a professor of counseling at Bradley University and co-directs the Center for Collaborative Brain Research, a partnership among Bradley University, OSF Saint Francis Medical Center and the Illinois Neurological Institute. She is Board Certified in Neurofeedback and an ISNR Member.

Madeline Clark, MEd, NCC, LPC-R is a third year doctoral candidate in Counselor Education and Supervision at Old Dominion University in Norfolk, Virginia. Her research interests include multiculturalism, social justice, poverty issues in counseling, and qualitative research methods.

Maria Haiyasoso, MA, NCC, is a second year doctoral student. Her clinical experience includes counseling children who have survived of child abuse and neglect, nonoffending caregivers to survivors, and survivors of domestic violence.

Dr. Mark Loftis, LPC is an Assistant Professor and the program coordinator of Clinical Mental Health Counseling program at Tennessee Technological University. He is a Licensed Alcohol and Drug Counselor.

Marsha “M.J.” Milan-Nichols is a student at Walden University with a passion for excellence in research, multicultural competencies and training for counselors, and social change and justice.

Megan Boyd, MS, LPC, is a doctoral candidate in the Counselor Education & Supervision Program at Mercer University in Atlanta. Mrs. Boyd's research focuses on in-home and community-based counseling, a field that she has been practicing in for 5 years.

Megan Loew is completing her second year in the doctoral program in Counseling Psychology.

Melanie Varney has interests in students of Color in counseling programs, multicultural competence of counseling programs, and systemic privilege and oppression.

Melissa Zeigman, Ph.D. is an assistant professor of mental health counseling in the College of Education’s Department of Counseling and Psychological Services at GSU. Her scholarly work focuses on mental health interventions for the chronically ill, particularly those living with HIV/AIDS.

Michael Schmit is a doctoral student at Texas A&M University-Corpus Christi, and program coordinator for a mental health agency in Texas. He is currently working on his dissertation regarding integrated treatment and mental health outcomes. He has over five years of experience working in the mental health field.
Meet the Presenters Continued

Jonathan Ohrt, University of South Carolina

Dr. Joshua Watson is an associate professor at Texas A&M University-Corpus Christi. A productive scholar, and AARC past-president, he has engaged in several multidisciplinary research mentoring relationships with doctoral students and new faculty throughout his career as a counselor educator.

Julia Whisenhunt, Ph.D., LPC, NCC is an Assistant Professor at the University of West Georgia. Dr. Whisenhunt has clinical and supervisory experience working with clients who self-injure.

Dr. K. M. Hollenbaugh is an associate professor at Texas A&M University-Corpus Christi, currently teaching advanced statistics, among other core CACREP courses. She has been engaged in quantitative research for the past six years and specializes in EBP in clinical mental health.

Karisse A. Callender, MS, LPC, SAC, IDP-AT, is a doctoral student at the Texas A&M University- Corpus Christi in the Counselor Education program.

Kasie Lee, Ph.D., LPC (TX), LMHC (NY), NCC, RPT is currently an Assistant Professor of Counseling at Alfred University where she teaches and supervises clinical mental health and school counseling students.

Katelyn Gosnell, University of Louisville

Dr. Kelly Emelianchik-Key, as worked with teens and adults that engage in crisis behaviors. The presenter has also engaged and presented extensive trainings in the areas of dating violence and self-injury.

Kelly Wester has conducted research for over 15 years, specifically in the area of non-suicidal self-injury, research integrity, as well as research training. I am a co-author on the counseling research competencies, and have developed a measure of responsible conduct of research.

Kish Cumi, University of Louisville

L. DiAnne Borders is a Professor in Counseling and Educational Development at The University of North Carolina at Greensboro.

Laura Bailey Smith, M.S., NCC, is in her final year of the Counseling Education and Supervision doctoral program at the University of Memphis. She has also received special training in play and sand therapy.

Laura Gonzalez is an Assistant Professor at The University of North Carolina at Greensboro.

Dr. Laura Shannonhouse, LPC, NCC, has 7 peer-reviewed publications and 25 conference presentations. She is an ASIST Master Trainer, having facilitated 11 Trainings. Further, she has expertise in both quantitative and qualitative research, crisis intervention, and culture-centered disaster response.

10:00-11:00 Roundtable: Assessment Gayoso

Validation of Suicide Assessment Interviews
Jason McGlothlin
Based on a five-year longitudinal study of over 12,000 callers to a suicide prevention hotline, this presentation provides validation data and practical clinical relevance of the SIMPLE STEPS model of suicide assessment. Implications for clinical mental health counselors and counselor educators will be provided along with multiple handouts and resources.

Utilizing the STAXI-2 to ascertain underlying anger issues in the therapeutic process
Steve Bain
This presentation is designed to review the importance of the State-Trait Anger Expression Inventory-2 during the therapeutic process. Attention will be given to the reliability, validity, and general guidelines for administering the assessment as well as the practicality of the assessment for clients who have issues with anger.

The Art and Science of Scale Development and Validation
Patrick Mullen & Jacqueline Swank
This session focuses on the procedures necessary for scale development and validation. Specifically, this session will: (a) present steps in the scale development process, (b) address research methods for initial data collection, and (c) discuss statistical techniques for the validation process. Attendees will be provided resources to start and support scale development research.

11:00-12:00 Content Session Desoto

The Application of Bayesian Statistical Methods Within Counseling Research and Practice
Chad Yates
This presentation with discussion will cover the history of Bayesian methods in comparison to frequentist methodologies. Additionally, the definition and application of probability theory, conditional probability, Bayes Theorem, and decision tree construction will be discussed. Special application of Bayesian methods to the field of counseling will be included.
Meeting the Presenters Continued

**Dr. Eraina Schauss** is an Assistant Professor at the University of Memphis whose research interests are in the area of child, cognitive, behavioral and neurodevelopment in additional to family systems therapy.

**Eric Suedmeyer** is completing his first year in the doctoral program in Counseling Psychology

**Dr. Erika Schmit** has recently completed her Ph.D. requirements in counselor education from Texas A&M University-Corpus Christi. She has been engaged in research for the past three years involving both quantitative and qualitative research methodologies. She has over five years of experience in the mental health field and currently works in an inpatient, acute care facility.

**Eryka Berglund** is a graduate student in the Department of Counselor Education at Western Illinois University - Quad Cities and is the administrative assistant for CORE.

**Floyd Wallace Cole** is completing his second year in the doctoral program in Counseling Psychology

**Franco Dispenza PhD, CRC** is an Assistant Professor at Georgia State University. His research includes the psychosocial, vocational, and health related experiences of diverse LGBTQ persons living in the US. He also has interests in counselor education, counseling practice, and research methodologies.

**Gerald Juhnke, Ph.D.** is a professor at The University of Texas at San Antonio. Dr. Juhnke is an ACA Fellow and Past President of both the Association for Assessment and Research in Counseling and the International Association for Addictions and Offender Counseling.

**Dr. Helen Hamlet** is an experienced counselor educator, school counselor, licensed psychologist and school psychologist. Her research interests are: career counseling; gender issues; post-secondary transitions for individuals with disabilities; and internship supervision. She is an Associate Professor at Kutztown University

**Jacqueline Swank, PhD, LMHC, LCSW, RPT-S** is an Assistant Professor of Counselor Education at the University of Florida. Her research interests include assessment, counseling outcomes, and prevention and intervention services for at-risk children and adolescents including creative, play, and nature-based interventions.

**Jason McGlothlin** is an Associate Professor in the Counselor Education and Supervision program at Kent State University where he teaches the assessment courses. He has published, presented, and dedicated his 20-year clinical career to suicide assessment.

**Jason Patton** is the Field Experience Coordinator for the CES program at Walden University

**Jenae Thompson** is a student at Walden University with a passion for excellence in research, multicultural competencies and training for counselors, and social change and justice.

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**Filling in the Blanks: Examining what is missing in the literature about community-based counselors**

Megan Boyd

This roundtable discussion will allow professionals in the field to collaboratively communicate about barriers and solutions to identified gaps in the community-based counseling field.

**Practical Uses of Focus Groups in Counseling Research**

Andrew Burck

Focus groups are an effective way to understand the views of the group members and the dynamics of the group. The objective of this presentation is to provide the attendees with a step by step guide on an effective way to conduct a focus group by providing instructions about the development, data collection, analysis, and interpretation of data that occurs in focus groups. The presentation will use current research as a guide for instruction. All attendees will be provided with a copy of the power point.

**The Effects of DSM Diagnosis on Confirmation Bias**

Dewaine Rice & Douglas Strohmer

Counselors strive to develop accurate diagnosis. We try to use unbiased scientific exploration of the diagnostic evidence making decisions afterwards. The primary purpose of the DSM is to provide a framework for that process. But, research shows that counselors have a tendency to form premature opinions and then look for evidence to support their opinions (Confirmation Bias). This round table explores whether the DSM helps avoid confirmation bias or compound the problem.
Meet the Presenters Continued

**Dr. Dee Ray** is Distinguished Teaching Professor and Director of the Child and Family Resource Clinic at The University of North Texas. Dr. Ray has published over 100 articles, chapters and books examining the effectiveness and process of play therapy.

**Dr. Deirdre O'Sullivan** has taught classes related to substance abuse, rehabilitation counseling, and assessment practices in counseling for the past 9 years. She has clinical experience working with people with polydiagnoses.

**Dr. Dennis Lin** is a certified trainer of Applied Suicide Intervention Skill Training. He is an assistant professor at the University of Maine with expertise areas and publications in play therapy, quantitative analysis, and meta-analysis.

**Dr. Dewaine Rice, LPC MHSP** is the department chair of Counseling, Educational Psychology and Research at the University of Memphis.

**Diane Levy, PhD, LPC, ACS** Advanced Counselor Training & Supervision

**Dodie Limberg, Ph.D.** is an Assistant Professor in the Department of Educational Studies in the Counselor Education program. Dodie is a certified K-12 school counselor. She has worked as a school counselor and clinical mental health counselor in Florida, Switzerland, and Israel.

**Dr. Donna Gibson** is an associate professor of counselor education as Past President of the Association of Assessment and Research in Counseling (formerly AACE)

**Donna Sheperis, PhD, LPC, NCC, ACS** Walden University

**Donna Tromski-Klingshirn, Ph.D., LPCC-S.** Associate professor for 15 years, and prior to that, worked several years in community mental health doing clinical counseling and supervision with extensive backgrounds working with high school populations.

**Douglas C. Strohmer, Ph.D, CRC, APA Fellow** is a distinguished professor and Chair of the Department of Counseling, Educational Psychology & Research at the University of Memphis.

**Dr. Elin Ovrebo**, The University of Memphis

**Emma Burgin**, is a doctoral student who focuses on the severely mentally ill populations and infusing mindfulness and art into supervision.

**Enobong Inyang** is an Assistant Professor at Texas A&M University, Texarkans with specialty areas including assessment and treatment of addictions, sex offender treatment, and counseling with veterans.
**Life Balance: Eliminating Error to Maximize Internal and External Validity**

Dr. Gerald Juhnke

The professorate, academe, and “personal life” have significantly changed in the last 10 years. The Life Balance construct empowers and encourages creation of a fulfilling life. The intent of this keynote is to promote thoughtful consideration of professional and personal factors that detract from one’s desired life balance while encouraging personally identified mindful practices to promote sound, effective, and harmonious living.

**Speaker Bio:**

Dr. Gerald A. Juhnke is a Professor and the former founding Doctoral Program Director in the Department of Counseling at The University of Texas at San Antonio. Dr. Juhnke is an ACA Fellow and Past President of both the Association for Assessment and Research in Counseling and the International Association for Addictions and Offender Counseling. He is an Associate Editor for the Journal of Counseling and Development, former Editor and Chief of The Journal of Addictions and Offender Counseling and former Co-Chair of the American Counseling Association’s Council of Journal Editors. He has received numerous counseling awards including the ACA’s David K. Brooks’ Distinguished Mentor Award, ACA’s Ralph F. Berdie Research Award, the International Association for Addictions and Offender Counseling Educator Excellence Award, and the Journal of Addictions and Offender Counseling Research Award. He has served as grant author, co-author, co-principal investigator, and site coordinator on multiple grant submissions and grants totaling more than $1.5 million specific to school violence and substance abuse including a $250,000 Federal grant to work with the 15 most violent schools in Washington, DC.
Meet the Presenters

A. Stephen Lenz, Ph.D., LPC (TX) has worked in community-based and university counseling settings. His research interests include community-based program evaluation, counseling outcome research, single-case research, instrument development and holistic approaches. He is currently AARC President-elect.

Ahmad Washington, Ph.D., NCC has been a school counselor educator since 2010. He specializes in school counseling multicultural competencies and social justice advocacy, particularly how these concepts pertain to school-age African American males.

Al Keim, Centerstone Research Institute

Allison Russell is in her final year of the Master's program for Clinical Mental Health Counseling at the Bradley University Graduate School.

Amanda La Guardia, PhD, LPC-S, NCC is an assistant professor of counselor education at Sam Houston State University.

Amanda Rumsey, M.A., is a professional school counselor and a doctoral student in the Counselor Education and Practice Program at Georgia State University.

Dr. Andrew Burck is an Associate Professor at Marshall University. He is the current Member at Large-Publication for AARC. He is faculty adviser for the local chapter of CSI and a CACREP site team member.

Angeline A. Felber, a doctoral candidate, has expertise in assessment and counseling children and adolescents after having professionally worked with youth for more than 10 years as a teacher and clinical mental health counselor.

Anna Dimy Nguyen, EdD in Educational Leadership, CSC

Ariel Winston is a student at Walden University with a passion for excellence in research, multicultural competencies and training for counselors, and social change and justice.

Belinda Lopez, Ph.D., NCC, LPC-S (TX), CSC is an Assistant Professor at Lamar University. She has over 30 years of experience in working with the public education system.

Bradley Erford, Ph.D., LCPC, NCC, LPC, LP, LSP, is President-elect of the American Counseling Association and a professor at Loyola University Maryland. His research specialization falls primarily in development and technical analysis of psycho-educational tests and outcomes research.

Breanna Banks is a doctoral student at the University of Tennessee. She is an evaluation associate at Centerstone Research Institute and lead program evaluator for KTown Youth Empowerment Network.

1:30-2:00

Beale

Counselor Educators’ Experiences of Infusing Social Justice into Pedagogy
Madeline Clark, Sonia Ramakhriani, & Mike Kalkbrenner

Efficacy of a Motivational Interviewing Skills Course in Counselor Education: Results of a Quasi-Experimental Program Evaluation
Franco Dispenza, Melissa Zelligman, Catherine Y. Chang, Diane Levy, & Thomas M. Murphy

Counseling with International Students: Development of the Supportive Program for International Student Retention and Transition (SPIRIT)
Nesime Can, Karisse A. Callender & A. Stephen Lenz

Differential Prediction of Hope and Resilience between Survivors of Abuse versus Non-Abused Adults.
Laura A. Bailey Smith & A. Stephen Lenz

The Effect of Virtual Simulation on the Development of Counselors-in-Training
Olivia Uwamahoro

The Impact of a Randomized Controlled Trial to Reduce Suicidality among LGBTQ Youth
Catherine Griffith

Research Identity Development of Counselor Education Doctoral Students: A Qualitative Investigation
Dodie Limberg, Jonathan Ohrt, & Casey Barrio Minton

Adoption Counselors’ Perspectives of Counseling Post-Adoptive Families
Chloe Lancaster, Elin Ovrebo, & Stephanie Zuckerman

Empirical Study on Applied Suicide Intervention Skills Training (ASIST) in Educational Settings
Laura Shannonhouse & Dennis Lin

The Counselor as Researcher in a Study of Former Failing Freshmen and Credit Recovery in High School
Donna Tromski-Klingshirn
Mattering: An Investigation of School Counselor Interns / Teachers  
Belinda Lopez, Anna Dimy Nguyen, & Patricia A. Harris

Emotional Problem Scales – Corrections (EPS-C)  
William Andrew Ramsey, Floyd Wallace Cole, Megan Loew, Douglas C. Strohmer, Rosaire Dagle, & Eric Suedmeyer

Knowing How and When to Transform: A Practical Approach to Data Transformation  
Michael Schmit, Erika Schmit, & K. M. Hollenbaugh

Evidence based-practices are imperative when working with clients, more now than ever before. In several quantitative research procedures, there are assumptions that must be met for the analysis to be considered valid. Often researchers are required to transform their data to fit these assumptions and produce meaningful results. By attending this session, participants will learn common methods for data transformation with live demonstration and the opportunity for discussion.

Using Program Evaluation to Enhance Counselor (and Counselor Educator) Development  
Emma Burgin & Breanna P. Banks  
Adams

Presenters will discuss the role of program evaluation in counselor education. Incorporating program evaluation practice into core counseling education might enhance student long-term buy-in into research engagement, teach students to be self-evaluators in their professional roles, enhance advocacy and action in social and applied research, and increase possibilities for grant funding within programs. Attendees will learn and discuss the benefits of program evaluation and brainstorm additional ways to incorporate it into the core CACREP courses.

Summative and Formative assessment in online classroom environments: Exploring alternatives to traditional exams.  
Lori Ellison  
Beale

One key element in good pedagogy is the assessment of student learning. While there are many ways to engage students in the process of learning, assessing what they have actually learned can be a challenge. Quality online teaching models expect healthy student-to-student and student-to-instructor engagement. This program will highlight some creative alternative forms of assessment, in both individual and group formats, that students have responded well to.

There’s an App for That: Using Student Owned Devices to Facilitate Experiential Learning in Research and Assessment Courses in Counseling Programs  
Christopher A. McCullough  
Chelsea

Presenters will discuss the Experiential Learning Model developed by Kolb and its practical value to counselor educators teaching research methodology and assessment courses. Participants will engage in a structured activity in which an experiential learning activity supported by the use of a student-owned smart device will be developed. A framework to identify appropriate smart device apps and functions will be shared.
Best Practices in Suicide Risk Assessment
Julia Whisenhunt
In this presentation, participants will learn about common risk factors and warning signs for suicide. Additionally, we will discuss current instruments used in suicide risk assessment and other pertinent clinical implications when assessing for suicide risk. Participants will be provided with information regarding resources for both professional development and clinical intervention, as they pertain to working with clients who experience suicidal ideation.

The development of the Faculty Research Self-Efficacy Scale (FaRSE): Preliminary findings
Kelly Wester, Laura Gonzalez, & L. DiAnne Borders
Most research self-efficacy measures are outdated, designed only for graduate students, are quite lengthy, or have a narrow focus solely on quantitative methodologies. The Faculty Research Self-Efficacy (FaRSE) scale was created to address these limitations. We will describe preliminary findings, including factor analyses and psychometrics, for the FaRSE from two separate studies, one of assistant professors in counselor education and a second of assistant, associate, and full professors across social and behavioral science disciplines.

Small Scale Randomized Controlled Trials on a Shoestring Budget
Catherine Griffith & Daniel Gutierrez
This session will address how to conduct pilot research using a randomized controlled trial (RCT), the “gold standard” in evaluating the impact of your counseling intervention. Learn how to develop your methodology, increase your number of participants, and make the most of your resources when funding is tight through discussion of two recent intervention studies. The value of RCTs, along with unique considerations in working varying populations will be discussed.

Evaluating a counseling intervention from a social justice perspective: Preparing inmates with mental illness for re-entry
Robert Cox, Richard James, & Mike Skirius
Conducting research can be a daunting task for professional mental health counselors. Demonstrating the effectiveness of our work is often required by funders and policy makers, as well as our own quality improvement processes. This program will present a simple to use single-case research design model that counselors can employ in the evaluation of their work and for sharing results with funders and stakeholders.

Effect Size Matters! Here’s How to Use Them in Your Research.
A. Stephen Lenz
We are compelled to report metrics of practical significance when completing counseling research. Effect sizes and their confidence intervals are a great way to breathe life into your statistical reporting and present the degree of meaningfulness for your outcomes. Come by and I will show you what some of these are, how we compute them, three strategies for interpreting them, and how to report what you found.

Assessment of Career-Related Barriers Using the Career Barriers Inventory
Enobong Inyang
The perception of different types of career-related barriers can be a limiting factor in career choice and implementation, particularly women and minority groups. It is important for counselors who have the opportunity to assist clients to be knowledgeable about factors that may interfere with the client career development and how to use assessment to help identify career-related barriers. This presentation aims to examine the use of the Career Barriers Inventory and its validity for assessment of perceived career-related barriers. Upon completion of the presentation, attendees should become knowledgeable about the CBI and how to integrate it as assessment instrument into practice.

Elementary School Students' Behaviors: Correlates to Diverse Peer Victimization Experiences
Rebecca Newgent & Eryka Berglund
This session will present results from a study that investigated the relationship between types of bullying and victimization and victims’ problem behavior, which includes both internalizing and externalizing behaviors. Multiple regression, bivariate correlations, standardized regression coefficients, and uniqueness indices were utilized. Results indicate that internalizing problems demonstrated a positive relationship with physical, verbal, and relational victimization. Implications for school counselor practice including advocacy and universal and selective preventative intervention programs will be discussed.
2:00-3:00 Continued
Roundtable: School Continued Gayoso

Engagement of Supervisors, Students, and Clients in Assessing Counseling Students Counseling Competencies
Jacqueline Swank & Patrick Mullen

The assessment of counseling students’ counseling competencies is crucial in counseling preparation programs. This presentation focuses on strategies for assessing counseling students’ competencies by gathering data from supervisors, students, and clients. Participants will learn about assessment methods and how to use the data to promote competency and address concerns, and have an opportunity to share their own experiences with assessing students’ competencies.

3:00-4:00
Content Session Locations

An Introduction to Mediation and Moderation in Counseling Research Desoto
Stephanie Crockett

As our scientific foundation in counseling grows, researchers are testing increasingly complex theories and constructs. The testing of complex theories/constructs requires counselors to be familiar with the multifaceted nature of counseling variables. This content session will provide counseling professionals with an introductory understanding of the functions of mediator and moderator variables. Attendees will also learn how to design research studies that include these variables, as well as statistical methods for analyzing mediation and moderation.

Creatively Teaching Assessment across the Curriculum: Challenges and Opportunities Adams
Shawn Spurgeon, Donna Sheperis, Jacqueline Swank, & Rachel Ammons

Assessment has and always will be a necessary and important component of counselor training. Counselor educators have an increased responsibility for teaching counselors-in-training effective assessment measures for their future work with clients. This session is designed to introduce the role creativity can have in helping to bridge the gap between counselor educators and counselors-in-training as it relates to teaching assessment across the curriculum.

*Adventures in IRB-land*

R. J. Davis & Donna Sheperis

Counselor educators teaching online courses are tasked with developing the student as a competent counselor as well as a mindful autonomous learner. In this presentation, we share a research project which resulted in the creation of a plug-in application to enhance faculty abilities to foster student development in online discussions. Attending to student mindfulness in discussions can lead to conscious, intentional self-regulation which allows students to monitor their discussion performance and strategically plan for improvements.

What Do I Do When He Crawls Under the Table?: Preparing Students for the Challenges of Assessments with Children Chelsea
Kasie Lee

Administrating assessments to children and effectively reporting results to parents and other stakeholders requires a unique skill set beyond those used with adult clients. Unfortunately, these skills often receive little attention in counselor education courses, and many counselors report feeling ill-equipped to face challenges of serving children in school and community settings. The presenter will share lecture topics, class activities, and assignments designed to prepare counseling students for developmentally appropriate assessment practice with children.

October 2015: What you Need to Know about ICD-10 and DSM-5 Chelsea
Casey Barrio Minton

The federal implementation date for the ICD-10 is quickly approaching. During this presentation, the presenter will provide a brief history and overview of the ICD-10 and DSM-5 discuss how these manuals are connected yet distinct. You will leave the presentation with clear and simple guidance about what you need to know in preparation for the October 2015 implementation date.

10:00-11:00
Content Sessions Locations

Building a Suicide-safer Community in rural area: Outcomes of ASIST Training for K-12 school personnel Adams
Laura Shannonhouse & Dennis Lin

Suicide has been becoming one of the leading mental health concerns among young individuals. Schools have recognized this significant risk but many of them, especially rural ones, have experienced challenges to provide effective and efficient care for students at-risk of suicide. Come and learn the empirical findings from a large scale data for students at-risk of suicide. Come and learn the empirical findings from a large scale study on a nationally recognized suicide intervention model, the strategies implementing it in rural K-12 schools, and the potential exciting follow-up studies.

Turning Research Into Application: How a Study of Student-Professor Online Interaction Became a Plug In for Faculty Feedback Beale

R. J. Davis & Donna Sheperis

Counselor educators teaching online courses are tasked with developing the student as a competent counselor as well as a mindful autonomous learner. In this presentation, we share a research project which resulted in the creation of a plug-in application to enhance faculty abilities to foster student development in online discussions. Attending to student mindfulness in discussions can lead to conscious, intentional self-regulation which allows students to monitor their discussion performance and strategically plan for improvements.

*Ethics CEUs*
Developing Tools for Opioid Assessment to Make Informed Treatment Decisions
Debbie Harrison & Pamela A. Cogdal
This presentation will give an overview of the development of a tool geared towards opioid appropriate assessment in the treatment of pain and other issues while addressing addiction concerns. Furthermore, assessment in conjunction with multidisciplinary interventions including DBT informed skills will be shared.

How accurately do school counselor beliefs regarding the ASCA National Model components predict implementation of a comprehensive school counseling program?
Rachael Whitaker-Ammons, Carl Sheperis & Robika Mylroie
This session will discuss research that examined the ability to predict implementation of the ASCA National Model using scale scores on a dependent variable and information from relevant covariates. Attendees to this session will learn how beliefs of the model impact implementation. This session will offer relevant information and research that may impact how you teach or work in a school counseling setting.

Play Therapy Skills Checklist: Development, Reliability, and Use
Dee Ray, Sara Haas, & Cristal Aldrete
The Play Therapy Skills Checklist (PTSC; Ray 2004) is an instrument used in the training, supervision, and research of child-centered play therapy (CCPT). In CCPT research studies, the PTSC is specifically used to conduct fidelity checks on treatment procedures, contributing to internal validity of outcome studies. This program will present results of a study exploring interrater reliability of the PTSC. Participants will receive the instrument, examples on its use, and participate in interrater reliability methods.

Teaching to Create Problem and Purpose Statements for Positive Social Change
Jason Patton, Ariel Winston, Jenae Thompson, and Marsha “M. J.” Milan-Nichols
Producing logically derived and well-supported problem statements and purpose statements poses a challenge for many doctoral students. Given our profession’s emphasis on advocacy and positive social change, the struggles related to purpose and significance are particularly salient. This highly interactive roundtable is hosted in an effort to establish best practices in these pursuits. Participants will be offered a 4 step problem statement production tool that has demonstrably simplified the process and produced numerous successful prospectuses.

School Counselors using a Multi-tiered Approach to Serving the Needs of All Students: Tips for Collecting, Presenting, and Evaluating Data to Support Student Development
Amanda Rumsey
Response to Intervention (RTI) is a process that includes systematic, research-based interventions in schools to support student learning and development. Developing a thorough understanding of a multi-tiered process of intervention can be helpful to school counselors who are working to support RTI teams and seeking to effectively serve the counseling needs of all students. Suggestions for collecting, presenting, and evaluating student data in a multi-tiered manner will be covered.

Co-researching: Encouraging Community-Based Research in Counseling
Natalie Indelicato
The purpose of this roundtable is to generate dialogue and encourage counselor researchers to discuss the benefits of engaging in community-based research (CBR) while acknowledging potential challenges. Participants will be able to define CBR, summarize the benefits and challenges of engaging in CBR, and identify two action steps for engaging in CBR. Successful CBR collaborations will be discussed as well as strategies for writing for publication.

An Evaluation of the Universal Parenting Places
Eraina Schauss
Adverse childhood experiences such as exposure to toxic stress and exposure to abuse and neglect not only impact the quality of life during childhood but these negative experiences have a detrimental impact on the health and wellbeing of that child as an adult. In effort to combat the prevalent exposure of children in Memphis to toxic stress, the City of Memphis has developed Universal Parenting Places as resources for parents to receive numerous therapeutic services (individual, group and play therapy) in addition to participation in various activities such as music classes and other child centered experiential groups. This program will discuss the work of the UPP's and the evaluation and assessment of services rendered to see if participation in these activities and services impacts both parents and children’s self efficacy, resilience and well-being.
4:00-5:00 Continued  Content Sessions Continued

A How-to Guide on Conducting Moderation Analyses in Counseling Research
Philip Gnilka  Adams
An increasing amount of counseling research is beginning to focus on moderating variables. In this presentation, a review of the literature will be provided including a focus on various myths regarding moderation analyses. Using data from a current study, 2-way and 3-way interactions will be demonstrated using the PROCESS macro for SPSS. Attendees will also be shown how to interpret the results, and how to write up results for publication.

Integrating Neurocounseling into Counseling: Its Implication for Assessment and Evaluation
Lori Russell-Chapin  Beale
This workshop will allow participants the opportunity to more fully understand and discuss the benefits of incorporating neurocounseling into clinical work. Neurocounseling is defined as the integration of counseling and neuroscience in the treatment of behavioral and psychological problems. This blending, by its very nature, offers a variety of natural, baseline assessment and evaluation tools and strategies. Demonstrations of some neurocounseling strategies will be offered: heart rate variability, skin temperature control and neurofeedback.

Shaun Sowell, Richard Balkin, Kish Cumi, & Katelyn Gosnell  Chelsea
Single Case Research Design (SCRD) can be an efficient tool to use in counseling settings to evaluate the influence of interventions. This session includes advanced explanations of SCRD, how easily SCRD can be implemented, while also sharing critical analysis of readily available, cost effective measurement tools. Attendees will leave this session with greater knowledge of SCRD techniques, easily accessible measures to use, and a comprehensive means to sharing results with stakeholders.

5:30-8:00pm  President’s Reception
We will be whisking away to the 50th Anniversary Presidential Reception on 2 chartered shuttle buses that will be waiting for you outside the conference hotel.

Schedule and Arrangements:
5:15pm  Shuttle buses arrive and begin boarding AARC members
5:30pm  Shuttle buses will begin taking AARC members to the Memphis Riverboat landing located at 251 Riverside
6:00pm  Riverboat Cruise begins. We will have catered food, water, tea, and soft drinks available for everyone. Alcoholic beverages will be available for cash purchase.
8:00pm  Cruise returns. Shuttles take AARC members back to conference hotel.