



# 2019 CONFERENCE



TENNESSEE COUNSELING  
— ASSOCIATION —  
BUILDING BRIDGES

**NOVEMBER 7-10, 2019**

Nashville, TN

**PRESENTED BY THE TENNESSEE COUNSELING ASSOCIATION FOUNDATION**

# SCHEDULE AT A GLANCE

## DAY 1

Thursday, November 7, 2019



12:30 – 4:00 PM

*ACT Pre-Conference*

4:30 – 8:30 PM

*Belmont Pre-Conference: Dr. Charles Crew*

8:30 – 9:45 PM

*Opening Party*

## DAY 2

Friday, November 8, 2019



8:00 – 11:00 AM

*Learning Institute*

11:00 AM – 1:00 PM

*Lunch On Your Own*

1:00 – 2:30 PM

*Conference Welcome:  
Keynote Dr. Brande Flamez*

3:00 – 4:15 PM

*Breakout Session #1*

4:45 – 6:00 PM

*Breakout Session #2*

6:00 PM

*Governing Council Dinner & Business Meeting*

## DAY 3

Saturday, November 9, 2019



8:00 – 9:30 AM

*TCA Business & Keynote: Gerald Pennie*

9:45 – 11:00 AM

*Breakout #3*

11:30 AM – 1:30 PM

*Graduate Student Posters &  
TMHCA & TSCA Luncheons*

1:45 – 3:00 PM

*Breakout Session #4*

3:30 – 4:45 PM

*Breakout Session #5*

5:00 – 6:00 PM

*Division Meetings*

## DAY 4

Sunday, November 10, 2019



8:00 – 9:15 AM

*Breakout #6*

9:30 – 10:45 AM

*Breakout #7*

10:45 – 11:15 AM

*Boxed Lunches Available*

11:15 AM – 1:00 PM

*Closing Session & Awards*

*Keynote Dr. Samuel T. Gladding*





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# WELCOME FROM THE PRESIDENT



Welcome!

On behalf of the Tennessee Counseling Association, welcome to Nashville and TCA's 62nd Annual Conference "Building Bridges"! The TCA Annual Conference is the only conference created by counselors for all counselors in the state of Tennessee. Dr. Janet Hicks and the TCA Conference Committee have worked tirelessly to develop a conference which draws upon local, regional, and national expertise to foster our connection with new ideas, the community, the profession, and each other.

Every day features a nationally recognized keynote speaker. Dr.'s Brandé Flamez, Gerald Pennie, Samuel Gladding, and Charles Crews will each address our conference theme of building bridges from their own lens. Regardless of your employment sector or counseling specialty I am confident that you will find engaging content by attending one of our Friday morning learning institutes, the many breakout sessions, luncheons, Graduate Student Posters, Keynote, or plenary sessions.

Conferences are more than an opportunity for professional development. We have many opportunities throughout our conference to build bridges, learn from one another, and have fun. This year, we have increased your opportunities for networking, learning, and enjoyment! I hope you will join me at the conference kick-off event on Thursday evening, the President's Opening Reception, and for those early risers the Chi Sigma Iota breakfast!

I want to personally thank our Conference Committee, volunteers, exhibitors, sponsors, and presenters. Our conference could not be a success without each of your contributions. I hope that you will find that this year's conference is beyond your expectations.

If you need anything during the conference, please free to contact me, any of the Conference Committee members, or volunteers. We want you to have an enjoyable and rewarding experience.

Sincerely,  
Steve Zanskas, Ph.D., CRC, LPC (MI & WI)  
TCA President



# WELCOME FROM THE PRESIDENT-ELECT

I can't tell you how excited I am to be able to welcome you to this year's conference. As the only conference in Tennessee created by counselors for counselors, I am thrilled you are here to experience a focus on Building Bridges in our profession. This focus and theme offer the opportunity to celebrate the unity of the counseling profession through learning, sharing, and networking.

Your presence shows your commitment to clients, communities, peers, and the longevity of the profession. In this light, we have a number of sessions to enlighten us, help us advocate, and to "Build Bridges" in our profession. As counselors, we have opportunities to help clients and our profession chart successful paths and build bridges that lead to success. This week's sessions offer topics and material to help you become these bridge-building leaders.

Although you have the opportunity to earn up to 23 CE credits this year, I also hope you will take some time to recharge. You will notice we added some time in the schedule to network with others this year. Ethical counselors consult with other professionals and our own wellness has potential to improve when we connect with others. So, yes, please also have some fun, meet new people, and build this type of bridge this week!

I want to especially thank the Conference Committee members and volunteers who made this conference possible. The volunteers, student workers, exhibitors, sponsors, and presenters made this conference a success. I also want to thank each person in attendance whose presence supports TCA. Without your presence, the conference cannot succeed. If we can do anything to make this conference more enjoyable, please feel free to reach out.

Sincerely,  
Janet Hicks, Ph.D., LPC, CSC  
TCA's 62nd Annual Conference Chair  
TCA President-Elect

# 9/7/19 Pre-Conference Sessions

## 12:30–4:00 PM Stones River Room

### **Middle School Career Exploration Utilizing Industry Partners and YouScience**

Beth Duffield, Sr. VP Education & Workforce Development, Rutherford County Chamber of Commerce & Armando Garza, SVP Sales and Marketing, YouScience

*Rutherford Works, the Economic and Workforce Development are of the Rutherford County, TN Chamber of Commerce, and YouScience have teamed up with Rutherford County Schools to help middle school students get a better picture of not just their options for career and technical education in their respective high schools, but also learn what they are good at doing. During this session Beth Duffield (RUCO Chamber of Commerce) and Armando Garza (YouScience), will share local programming and how the YouScience aptitude and interest inventory are being used together to help students better understand career options.*

### **Shelby County Schools ACT Playbook: The Roadmap to ACT 21**

Randy McPherson, Manager Culture & Climate, Student Behavior and Leadership, Shelby County Schools

*Shelby County Schools serves a diverse population of over 100,000 students, many living in communities with high poverty rates. Data on 2018 graduating seniors reveal 23% achieve a composite score of 21 or greater falling well short of state and local goals for college readiness. With broad opportunities available to Tennessee students to assist with or completely cover the cost of post-secondary college and/or training, SCS is confronted with the monumental task of addressing a key indicator of college attendance and degree attainment. Launching in the summer of 2019, the SCS ACT Playbook is a four-year plan to impact all student scores in grades 9-12.*

### **ACT Early Monitoring & SEL**

Nivia Serrano, Account Executive, ACT

*Early monitoring means intervening earlier. Come learn the differences between ACT Aspire (3-10), PreACT 8/9, and the PreACT (10). Which one(s) would help your students become college and career ready by the time they graduate? Also, beyond academics . . . ACT Tessera™ is a comprehensive next-generation assessment system for Social and Emotional Learning (SEL). It features an advanced assessment methodology that goes beyond traditional self-reporting to yield more reliable, valid results. Created for middle and high school students, the assessment system includes detailed reports—at the individual and aggregate level—as well as resources to address areas requiring increased focus. These resources include a teacher playbook to facilitate coaching and personalized support for students, provides a roadmap to help develop students' self-knowledge, goal-setting, and a growth mindset.*

# 9/7/19 Pre-Conference Sessions

Presented by



MENTAL HEALTH COUNSELING  
COLLEGE of THEOLOGY & CHRISTIAN MINISTRY



## 4:30 - 8:30 PM Capitol I

### **Building Bridges with Clients through Technology**

Dr. Charles Crews, LPC-S

counselor, counselor educator, clinical director, counselor supervisor, leader

Join Dr. Charles Crews as he leads us through the latest ethical, legal, and practical issues needed to serve clients. Dr. Crews shares best practices regarding informed consent when using technology, best practice methods for using technology in the field, and relevant supervision issues.

Charles Crews, PhD., is an Associate Professor of Counselor Education & Supervision at Texas Tech University. In his role, he coordinates the school counseling program, and teaches courses mostly via distance utilizing the newest of educational technologies to engage students. Charles is the clinical director of the Lubbock Independent School District Family Counseling Consortium where he supervises the counseling of 25 school counselors who provide family counseling to district students and their families. Charles is also the director for Juvenile Alternative Guidance (JAG) a program assisting juveniles through legal issues and court mediation and dispute management. Charles has served numerous counseling associations in diverse leadership roles. He is taking time out of his service to be a dad to a toddler, and a father to a teenager. They both keep him on his toes emotionally and physically.

One area of interest for Dr. Crews is technology. He is an avid computer gamer, but also utilizes the same technologies used to be successful in gaming, to be successful in advising, mentoring, and teaching. His latest project is utilizing video conferencing for group counseling.

If Dr. Crews is not professoring or gaming, you can find him outside, fly fishing in northern New Mexico and Southern Colorado.



**Join us for a Conference Opening Party immediately following the Pre-Conference Workshops!**





**Middle Tennessee Counseling Association**  
A Chapter of the Tennessee Counseling Association

**MTCA SERVES ALL COUNSELORS  
ACROSS MIDDLE TENNESSEE.**

**welcome to  
nashville!**

MTCA LEADERSHIP

# 9/8/19 Learning Institute

## 7:00 - 8:00 AM Chi Sigma Iota Breakfast at Registration Desk

## 8:00 - 11:00 AM Learning Institute Sessions

### **Leadership Institute**

Eva Gibson, EdD., TCA Past President & Kat Coy, MS, TCA Executive Director  
*Chattanooga Room*

This session is required attendance for all TCA Governing Council Members. Leaders learn about policy, strategy, advocacy, and methods for strong leadership as seen in the counseling literature.

### **Breaking through Denial of Addiction by Addressing Addiction Related Grief and Loss**

Sarah Skoog, PhD, LPC  
*Memphis Room*

This program will illustrate how clinicians can work through client treatment resistance to, and denial of, the presence of substance use disorder in any counseling setting. During this session, the presenter will describe how addressing addiction-related grief, from losses that occur in active addiction, aids in breaking through client treatment resistance, denial and minimization of the presence of the disease of addiction.

### **Counseling Child Survivors of Trauma**

Claire Dempsey, EdD, NCC, Tabitha Cude, MEd, & David Dietrich, PhD  
*Jackson Room*

This presentation focuses on counseling child survivors of trauma, particularly within clinical mental health and school settings. Through this interactive style presentation, participants will gain knowledge in working with clients across three main areas: various types of trauma children often endure (i.e., neglect and physical, emotional, and sexual abuse), an understanding of children and resiliency, and how to best recognize and counsel children who have experienced trauma both in clinical mental health and school settings.



**2020**  
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# 9/8/19 Keynote Address

1:00 - 2:30 Capitol Ballroom

## **Building Bridges for Others Through Advocacy and Leadership**

### **Brandé Flamez, Ph.D., LPC, NCC**

counselor, counselor educator, CEO and Founder of the nonprofit SALT (Serving and Learning Together), and active leader in numerous counseling organizations



Dr. Flamez is a licensed professional counselor and clinical professor in the Counseling and Special Populations department at Lamar University. Dr. Flamez is also the CEO and Founder of the nonprofit SALT (Serving and Learning Together) world Inc. which provides donations and volunteer services to developing countries. Her clinical background includes working with children, adolescents, and families in community-based and private counseling settings. In addition, Dr. Flamez helped design an outpatient program for court-referred adolescents. Dr. Flamez is active in the counseling profession. She has served on the American Counseling Association (ACA) Governing Council for the International Association of Marriage and Family Counselors (IAMFC), ACA Finance Committee, ACA Investment Committee, and chaired the ACA Publications Committee. She is also the Past President for the Association for Humanistic Counselors (AHC), Past President for IAMFC, and has co-chaired the Bylaws/Ethics Committee for AHC.

Dr. Flamez is on the editorial board for The Family Journal. She has presented numerous times at the national and international level and coauthored several book chapters and articles. Dr. Flamez is the co-author of the assessment textbook Counseling Assessment and Evaluation: Fundamentals of Applied Practice, co-author of the dissertation book A Counselor's Guide to the Dissertation Process: Where to Start & How to Finish, the co-editor for Diagnosing Children and Adolescents: A Guide for Mental Health Practitioner, (Wiley), Marriage and Family Therapy (Cognella), and the upcoming supervision book Practical Approaches to Clinical Supervision Across Settings. She is the recipient of numerous national awards including the 2017 Dr. Judy Lewis Counselors for Social Justice Award, 2015 Counselor Educator Advocacy Award, 2014 ACA Kitty Cole Human Rights Award, 2012 ACA Gilbert and Kathleen Wrenn Award for a Caring and Humanitarian Person, and the 2012 IAMFC Distinguished Mentor Award.



# 9/8/19 Breakout Sessions

## **Breakout Sessions 1 | 3:00 - 4:00 PM**

### **Advocating for DCS Involved Youth through Transitions**

Rebecca Hendrich, EdD & Tracy Cagle, MS

*Chattanooga Room*

This presentation will illustrate the need for collaboration between school counselors and child welfare professionals to ensure successful school transitions for DCS-involved youth. DCS policies, best practices, and national goals will be explored to help school counselors and social workers better advocate for students.

### **Effective Collaboration Strategies with other Service Providers for Refugee Populations**

Derrick Shepard, MA & Robert Kronick, PhD

*Memphis Room*

As counseling professionals, we are likely to coordinate client care with other social services professionals. So, how do you go about effectively collaborating client care with refugee population while the other professional works from a different set of cultural competencies? This program is designed to answer the question on how to integrate cultural competencies in the helping professions. From the facilitators, participants will learn how to navigate blending ACA's cultural competency with other healthcare professionals.

### **Self-Care: Can Social Media Impact Mental Health?**

Myra Wilkinson, LMFT & Laura Ann Bailey Smith, EdD, LPCA

*Jackson Room*

This presentation explores the changes in and social media as it relates to mental health as it affects school aged children through adults. Due to the increased use of social media, studies show that it may have a negative impact on applying mental health and the ability to practice daily self-care. This presentation will raise awareness regarding this issue and identify tools to decrease the negative impacts.

### **ACA's Disability Competencies: Ethical Considerations and Implications for Counseling**

Steve Zanskas, PhD, LPC

*Capitol Ballroom*

Initiated by graduate students from Arizona State University and developed in collaboration with a taskforce from the American Rehabilitation Counseling Association (ARCA), the Governing Council of ACA adopted the Disability Competencies for Counselors proposed by ARCA on March 27, 2019. Participants in this presentation will be introduced to the disability competencies for counselors, apply the competencies through case based scenarios, and discuss their ethical implications for counseling practice. \*Ethics credits are available for this session.

# 9/8/19 Breakout Sessions

## **Breakout Sessions 2 | 4:45 - 6:00 PM**

### **A Relaxation Room...Focusing on the Explosive Student**

Tiffany Nix, EdS

*Chattanooga Room*

This session will focus on helping school counselors be a resource for their teachers that are overwhelmed by new behaviors due to high ACE scores. I will start with the self-care of the teachers. I focus on the fact that unless basic needs are met we cannot be our best self... just as our students. At my school this was first introduced in the form of a relaxation room, then led to trauma informed training.

### **Reaching the Unreachable: Delivering Treatment for Opioid Addiction**

Lisa Henderson, LPC-MHSP & Trent Hughes, LPC-MHSP

*Memphis Room*

Opioid treatment is a complex combination of medication management, recovery capital, and mental health care for anxiety, depression, trauma, and relationship repair. People in treatment for opioid addiction live complex lives, maintaining work, family, and health during treatment. Delivering care that wraps around all these factors is quite a challenge; that's where technology helps. This case study outlines services in a clinic and through a digital platform, which can double the likelihood of achieving recovery.

### **Workplace Mental Health: Bosses, Bullies and Burnout**

Jay Tift, LPC-MHSP

*Jackson Room*

Many Americans identify work as a primary contributor to personal stress. Counselors are well positioned, coming from a wellness perspective, to assist people in developing healthier behaviors both at work and outside of work which can reduce the negative effects of work-related stress and build on a meaningful and purpose driven work life. Join us as we discuss effective intervention strategies from a biopsychosocial stance to assist clients in this central area of their lives.

### **Supervisory Relationships: Why They Matter and How to Build Them**

Kevin Doyle, PhD, LPC, Elizabeth O'Brien, PhD, LPC-MHSP, & Janice Johnson

*Capitol Ballroom*

Supervision is the "signature pedagogy" of the helping professions, and is vital in the development of effective and ethical counselors. The relationship that a supervisor develops with their supervisees is a subtle and powerful, and is tied to several developmental outcomes for the supervisee. In this interactive presentation, we will outline why the supervisory relationship matters, identify factors that affect the strength of the relationship, and provide strategies to cultivate strong relationships with their supervisees. \*Supervision credit available for this session.





**Lookout Counseling Association**  
A Chapter of the Tennessee Counseling Association

*Lookout Counseling Association*

**WISHES YOU AN  
AMAZING AND  
SUCCESSFUL  
CONFERENCE FROM  
THE SCENIC CITY**



# 9/9/19 Keynote Address

8:00 - 9:30 AM Cumberland Ballroom

## **Building Bridges from Diapers to Diplomas**

### **Gerald Pennie, Ph.D., LPC, NCC**

counselor, counselor educator, author, and current research agenda focuses on collaboration among counseling specialties, healthy intrapersonal and interpersonal relationships in childhood and adolescence, and goal striving stress among first-generation college students



Dr. Gerald Pennie is a Licensed Professional Counselor in the state of Texas and is an Assistant Professor in the Department of Counseling and Psychology at Texas A&M University-Central Texas. Dr. Pennie also serves as the Chief Strategy Officer of Impact Communications LLC, a communications consulting firm that focuses on addressing public speaking anxiety and speech communications training. His clinical background includes working with children, adolescents, adults, and families within the P-12 public school environment and in private counseling settings. Dr. Pennie is active in the counseling profession. He has served on as a member of the Program Review and Research Committees of the Texas Counseling Association. He is a member of the American Counseling Association (ACA), the American School Counseling Association (ASCA), the Texas Counseling Association (TCA), the Texas School Counseling Association (TSCA), and Texas Association of Humanistic Education and Development (TAHEAD).

Dr. Pennie has presented numerous times at conferences at the local, state, and national levels. He has co-authored a book chapter and articles relating to the topics of wellness, adolescent development, and group counseling. Dr. Pennie has had a long history of working with adolescents in the school system. He has served as an Academic Case Manager and Special Education Counselor. Dr. Pennie has worked in a voluntary capacity with several organizations across the state of Texas including Women's Protective Services of Lubbock, Lubbock Independent School District, and the Roosevelt Independent School District. Dr. Pennie was named Volunteer of the Year for 2012. Dr. Pennie has served on multiple panels relating to multicultural approaches to mental health, diversity, and fostering stronger communities. Dr. Pennie current research agenda focuses on Collaboration among counseling specialties, Healthy intrapersonal and interpersonal relationships in childhood and adolescence, and Goal Striving Stress Among First Generation College Students.

# 9/9/19 Breakout Sessions

## **Breakout Sessions 3 | 9:45 - 11:00 AM**

### **School Based Child Centered Play Therapy**

Kasie Lee, PhD, LPC-S

*Salon A*

Extensive research supports the use of school-based child-centered play therapy (CCPT) as a developmentally appropriate counseling intervention for young children struggling with a wide variety of social, emotional, and behavioral issues. In this program, the presenter will share benefits of including CCPT within comprehensive school counseling programs along with practical and creative tips that can be used to effectively overcome common challenges of implementing CCPT in schools.

### **What's Good for the Goose: Applying Multicultural Best Practices for Students with Value Conflicts**

Jay Tift, LPC-MHSP, Jeffrey Parsons, PhD, LPCC, & Laura Smith, EdD, NCC

*Salon BC*

The past decade has generated a great deal of discussion within counseling regarding the intersection of personal values and ethical practice. Interestingly, some of the outcomes of this have marked a shift in how we as a profession view the appropriate way to address value differences in clinical practice. Join us in considering how counseling faculty can engage students in their professional values development from a culturally sensitive stance and as a proactive acculturation process.

### **A Study of Mental Wellness in Collegiate Athletes**

Kelsey Maloney-Steiner, MSC & Shauna Nefos Webb, PhD, NCC

*Salon FG*

A presentation on research findings of a study of mental wellness in collegiate student-athletes at a small liberal arts college. The study findings focus on the research questions, "What are mental health concerns in the college student-athlete?" and "How do the college student-athletes perceive collegiate athletics influence their mental health?" The presentation will also touch on application in counseling practice.

### **Developmental Networks and Interpersonal Support of Beginning Counselors**

Nathan West, PhD, LPC-MHSP & Joel Diambra, EdD, LPC-MHSP

*Salon H*

New counselors leaving the structured support of graduate school for the workplace often experience a turbulent transition. Their network of professional and personal relationships is pivotal as they navigate demands of early practice. This presentation will focus on beginning counselors' supportive networks, including findings from a qualitative study involving interviews with beginning counselors. Presenters will provide study results and prompt attendees to reflect on their networks and ways they may support future generations of counselors.

# 9/9/19 Breakout Sessions

## Breakout Sessions 3 | 9:45 - 11:00 AM Continued

### Preventing Veteran Suicide

Dara Brown, PhD, LPC, Ulysses Moore, PhD, LPC, & Macy Waltz, PhD, LPC  
*Capitol I*

Suicide is a term that has become familiar and pair with the veteran population. As counselors, we are called to advocate for this population. Presenters will review community-based resources, therapeutic interventions and modalities, and the future of counseling with veterans to decrease incidents of suicide. \*Suicide Prevention credit available for this session.

### Punk Rock Counselor: Developing Counseling Podcasts and Websites

Kristen Carlosh, LPC-MHSP & Anna Reddick, LPC-MHSP  
*Capitol II*

Climbing rates of anxiety, depression, and suicide call for counselors to be more vocal and more diverse in their advocacy, especially with younger generations. In an effort to offer an alternative resource to be used by therapists and clients alike, two counselors designed and produced a podcast and website dedicated to destigmatizing, demystifying, and educating others about the processes involved in mental health recovery through conversation, music, poetry, and art.



## Graduate Student Poster Sessions & Luncheons

11:30 AM - 1:30 PM

### TMHCA Luncheon

#### The Unspoken Experiences of Supervisees in Clinical Supervision

Ryan M. Cook, PhD, LPC-VA, ACS  
Assistant Professor, Educational Studies in Psychology, Research Methodology, and  
Counseling at The University of Alabama  
*Cumberland Room*

### TSCA Luncheon

#### Effective and Engaging Lesson Planning

Sara Cottrill-Carlo, MEd NCC  
*Salon DE*

\*Please enter the room, find a table, and peruse the student poster sessions on display until the session begins. See the Compendium of Posters. CEs are not available for poster sessions.

# 9/9/19 Breakout Sessions

## **Breakout Sessions 4 | 1:45 - 3:00 PM**

### **Healthy Conversations with Teenagers on Suicide**

Brian Le Clair, PhD, LMFT

*Salon A*

A healthy conversation with teenagers and school personnel on the topic of suicide is often hard to achieve. Teens often carry untrue notions of suicide and faculties often do not know how to intervene. This presentation will focus on achievable, realistic steps towards understanding suicidal ideation and how to introduce suicide prevention strategies among school personnel when such tragic events do occur. \*Suicide Prevention credit available for this session

### **It's All About Multicultural Education: Creating Inclusive Spaces**

Robin Oatis-Ballew, PhD & Allison Hotz, MA

*Salon BC*

We live and work in a global community. As educators, it is important for us to create inclusive environments that reflect this and optimize learning for students as well as growth for faculty, staff, and administrators. The focus of this roundtable discussion is to discuss the impact of colorblindness, multiculturalism, and feminist pedagogy within the classroom. Following a review of this research, facilitators and attendees will discuss barriers and benefits to creating inclusive learning spaces.

### **Know Your Options: SAT Redesign (College Board Sponsored Session)**

Jim Morris, MS

*Salon FG*

The Redesigned SAT was released in 2016 and gone are the analogies and "SAT words". The new SAT is curriculum based and includes Evidence-Based Reading and Writing and mathematics sections. The Redesigned SAT has far fewer questions than the ACT, allowing students 43% more time per question to show their best work. Learn the ins and outs of the redesigned SAT so you can better help students during this session.

### **Combatting Burnout and Secondary Traumatic Stress: Ethical Standard for Self Care**

Michelle Brasfield, EdD, LPSC, Steve Zanskas, PhD, LPC, & Patrick Murphy, PhD, LPC-MHSP

*Salon H*

Helping professionals require specific interventions in dealing with traumatic events they uncover while working with clients. Participants will learn how to assess burnout and secondary traumatic stress, as well as create interventions through the development of a self-care plan. Participants may apply the information in this session in working with other helping professionals through individual or group debriefing, or in self-monitoring practices and intervention planning.

# 9/9/19 Breakout Sessions

## **Breakout Sessions 4 | 1:45 - 3:00 PM Continued**

### **Time to Get Creative: 15 Activities for Working with Families in Crisis**

Brandee Flamez, PhD, LPC, Janet Hicks, PhD, LPC, Tom Knowles-Bagwell, D-Min, LCPT, John Delony, EdD, Bryan Moffitt, JD, Dee-Anna Green, PhD, LPC, & Layla Bonner, PhD, LMFT  
*Capitol I*

Come join us for a hands on presentation. Presenters will demonstrate 15 experiential activities & techniques that can be implemented with families, children, and adolescents, who are experiencing severe conflicts and crises. The presenters will provide specific exercises that can be implemented through the various stages of family therapy including: rapport building, assessment, coping with feelings, & building social skills.

### **Loving, Living, and Losing: Loss in LGBTQ+ Lives**

Laura Wheat, PhD, LPC & Jennifer Hightower, MS, NCC  
*Capitol II*

Loss is universal and we all experience grief in distinct ways depending on the type of loss and what it means to us. LGBTQ+ individuals of all ages are no different; however, counselors must understand specific factors that make loss different in this population. In this interactive presentation, attendees will learn about common losses with features unique to LGBTQ+ people, losses unique to this population, and clinical and advocacy implications for counselors of all stripes.

## **Breakout Sessions 5 | 3:30 - 4:45 PM**

### **The Use of Restorative Practices in a Trauma Informed School**

Amelia Owen, EdS & Amber Palmore, MEd  
*Salon A*

This breakout session will briefly examine the research regarding the effects of Adverse Childhood Experiences and how they can be trauma-inducing in children's lives. To help overcome trauma, the presenters will offer practical ways to implement Restorative Practices to help repair relationships, empower students, and create community engagement. Participants will evaluate and analyze how Restorative Practices can strengthen the fight against childhood trauma and learn best practices for their use.

### **Grief, PTSD or ADHD: Which is It?**

Ulysses Moore, PhD, LPC, Macy Waltz, PhD, LPC, & Dara Brown, PhD, LPC  
*Salon BC*

As counselors, we often think we fully understand our clients' grieving process. Interestingly, many counselors confuse complicated grief with PTSD, ADHD, and other disorders. Join us as we offer descriptions of types of grief, PTSD, and ADHD, and compare often hidden symptoms that lead to diagnostic mistakes. Attendees will leave this presentation with an understanding of strategies that are effective for working with a variety of often misunderstood diagnoses.



# 9/9/19 Breakout Sessions

## **Breakout Sessions 5 | 3:30 - 4:45 PM Continued**

### **School Counselor's Role in Recognizing ACE's and Creating Trauma Informed Schools**

Shelley Salter, PhD & Teresa Canfield, NCC

*Salon H*

School counselors play an integral role in identifying students who have high ACE scores and have experienced trauma. Trauma increases student risk of poor school performance, behavior problems, and development of mental health issues. Attendees will learn to identify ACEs, characteristics of trauma informed schools, and how to take the lead in implementing these practices in their school.

### **Buddhist Psychology's Influence on Mindfulness in the Counseling Profession**

Cody Dickson, PhD, LPC

*Salon FG*

Mindfulness interventions in psychotherapy and other health professions has roots in Buddhism as both a religion and a psychology. Learn the basic concepts of Buddhist psychology including the parallels and misconceptions of Buddhist religion and psychology. Experience a mindfulness meditation session and learn several mindfulness techniques to use for yourself or your clients.

### **The Journey from Agency Work to Private Practice**

Katya Brewington, LPC-MHSP

*Capitol I*

Private practice is arguably the most common vocational choice for counselors. Yet, few counselor education programs, practicums/internships, or agency experience provide training/information on the business aspects of counseling. Thus, when clinicians outgrow the opportunities agencies provide and desire more clinical independence, they are largely unprepared for private practice. The presenter will provide an overview of practice models, steps for starting a private practice, and ethically-sound approaches to growing it into a profitable business.

### **CBT and Depression**

Dana Baldwin, DMin

*Capitol II*

This presentation will focus on CBT's conceptualization of depression. A specific case will be presented of an older male who following a series of personal setbacks successfully completed therapy. Participants will be given opportunities to discuss alternative interventions and strategies.

### **THMCA Sponsored Session**

#### **Our profession is personal: Addressing Values Conflicts in Counseling**

Elizabeth O'Brien, PhD, LPC-MHSP

Cumberland Ballroom

Values conflicts and behavioral issues that impair the counseling relationship can happen at many points in counselors' professional journeys. In our roles as supervisors, educators, and employers it is imperative that we have a plan when values conflict or behavioral issues occur. This session focuses on these sensitive issues, ethical/legal issues that can occur, and creating both remediation plans for students and performance improvement plans for established clinicians.

# 9/10/19 Breakout Sessions

## **Breakout Sessions 6 | 8:00 - 9:15 AM**

### **Distinguishing ADHD and PTSD in School-Aged Children**

Alisha Irby, LPC-MHSP

*Salon A*

This presentation examines the correlation between adverse childhood experiences and children diagnosed with ADHD. Research is showing a strong correlation of children being diagnosed with ADHD who have high ACE scores. This presentation examines the similarities and differences in symptoms of ADHD and PTSD. Additionally, there will be discussion and exercises on how to address both diagnostic symptoms through experiential grounding techniques.

### **Countering the Impact of School Violence and Crisis**

Jennifer Kuhn, LMSW & Mary Beth Bryant, LPCS

*Salon BC*

The demands and emotional trauma associated with school shootings and other school crisis issues have a tremendous impact on school counselors, placing them at risk for developing emotional, physical, and/or mental distress. School counselors are ethically obligated to monitor themselves to prevent harm to students. Self-care strategies can increase resiliency and restore balance in their lives. Presenters will discuss the effects of trauma on school counselors and will provide practical self-care strategies.

### **Tough Talks: Counseling suicidal clients about access to lethal means**

Jennifer Fugate, LPCC-S

*Salon FG*

Suicide completions happen, even with clients who are actively engaged in therapeutic care with an experienced clinician. This session will explore creative and effective ways for clinicians to engage the client in an effective and culturally sensitive conversation about limiting access to lethal means, particularly firearms.

### **Why Isolated Self-Care Doesn't Work**

Teri Murphy, PhD, LMFT & Chris Murphy, BA

*Salon H*

Burnout and compassion fatigue affect as many as two out of three health care professionals (Simionato & Simpson, 2018), and while the most common intervention and current cultural phenomenon is self-care, in practical application, there is little evidence that self-care as an isolated practice reduces burnout symptoms. For mental health providers to experience transformative self-care, we must have a theory, the ability to self-assess, and scientifically sound techniques and interventions to meet our needs.

# 9/10/19 Breakout Sessions

## **Breakout Sessions 6 | 8:00 - 9:15 AM Continued**

### **Bridging the Silence: Connecting Counselors with Deaf Culture**

Paul Dunaway, PhD, Leigh Holman, PhD, Summer Chappell, MS, & Jenny Henszey, BBA  
*Capitol I*

Being deaf is not just a disability, but a culture. Over 30 million Americans identify as deaf/hard of hearing, and 466 million people world-wide have disabling hearing loss. The social and emotional impact can be high, and marginalizing persons with disabilities can cause feelings of frustration and isolation. This presentation will inform counselors on culturally competent ways to interact with the deaf population and provide information on resources to help facilitate the counseling process.

### **Death and Dying: Understanding the Complexity of Closure in Grief**

Dontay Williams, LPC, Connie Mitchell, & Jessica Long  
*Capitol II*

Closure following the loss of a significant loved one can become complicated as there often exist pressures from well-meaning family, friends, and society to end the process of grief. This 75-minute presentation will highlight the dimensionality of the grief experience in light of closure. Participants will investigate outcomes from an exploratory factor analysis study of the Grief Closure Inventory and will be provided tools for assessing and understanding client's grief within the clinical settings.

### **Supervision Ethics: Enhancing Competence through Cases and Discussion**

Toni Michael, PhD, LPC-MHSP, Mark Loftis, PhD, LPC-MHSP, & Katherine Kozak, PhD, LSGC  
*Cumberland Ballroom*

Supervisors face many ethical dilemmas in supervising future counselors and counselors-in-training. The purpose of this presentation is to highlight some of these challenges through practical "real-world" case studies. Attendees will have an opportunity to participate in discussions with an emphasis on applications and decision-making while also learning ethical codes and best practices for supervision. \*Supervision or Ethics credit available for this session.

## **Breakout Sessions 7 | 9:30 - 10:45 AM**

### **Tearing Down the Walls for Latino Students with Disabilities**

Tiffany Wilson, PhD, LPC & Caitlin Robles Greer  
*Salon A*

As the largest ethnic minority group in the United States, Latinos are 17.6% (56 million) of the U.S. population, 25% of elementary school students, 23.7% of high school students, and 19% (2.3 million) of college students. With the passing of civil rights and disability legislation, more Latino students with disabilities are attending postsecondary institutions. As the Latino population increases across various educational landscapes, school counselors should be prepared to help Latino students with disabilities achieve academic success.

# 9/10/19 Breakout Sessions

## **Breakout Sessions 7 | 9:30 - 10:45 AM Continued**

### **Addiction Needs: What Maslow can tell us about Substance Use**

Cassandra Riedy, MA & Janet Hicks, PhD, LPC

*Salon BC*

"Addiction's Needs: What Maslow Can Tell Us About Substance Use" introduces a therapeutic model based on Maslow's Hierarchy of need that is designed to triage clients' needs and to holistically address aspects of substance use. The model was designed based on experiences addressing the opioid crisis in Tennessee and hopes to help address this national crisis. Presenters will explore the applicability of the model in case conceptualization, individual therapy, and group psychoeducation.

### **Court Involvement Training: The Dreaded Subpoena, Now What?**

Marisa White, PhD, LPC-MHSP, Jamie Staggs, LPC-MHSP, & Juliet Thomas, LPC-MHSP

*Salon FG*

We have all heard the stories of counselors being called to testify in court, but how many of us have been trained on court testimony? This session is the first step to getting prepared for court involvement. This session will explore the potential role of counselors in court and how to legally and ethically meet obligations. The presenters will share examples of court experiences and provide helpful hints for counselors navigating court involvement.\*Ethics credit available for this session.

### **Ecotherapy: Getting Back to Nature**

Amanda Nowlin, LPC-MHSP†

*Salon H*

This session offers a look at the historical importance of the connection between our relationship with nature and well-being. Counselors will learn the holistic benefits of using Nature and the outdoors with clients. Several Ecotherapy and Mindfulness activities will be practiced and discussed that can be incorporated into counseling treatment.

### **Playing Through Grief: Moving Beyond Talk Therapy to Process Loss**

Laura Bailey Smith, EdD, LPCA & Tiffany Brooks, PhD, NCC

*Capitol I*

Given that loss is a universal experience, it is critical that counselors are equipped to help clients and students process through experiences of grief. The use of creative and expressive arts provide an avenue for clients to both process and make meaning of any loss and related grief. Using didactic instruction and interactive elements, we will present several creative and expressive techniques to counsel diverse populations through the grieving process connecting to various theoretical orientations.

# 9/10/19 Breakout Sessions

## Breakout Sessions 7 | 9:30 - 10:45 AM Continued

### School Counselors Promoting a Restorative View of Discipline Policies

Courtney Proffit, NCC

*Capitol II*

This presentation will focus on ways in which school counselors can strengthen the relationship with student support staff and school administrators to promote a healthy school climate through functional and restorative disciplinary policies and procedures. Participants will gain new methods and strategies to collaborate with school personnel who oversee disciplinary policies, apply them to case studies, and engage in a discussion with peers with similar school structures to determine best practices for implementing these methods.



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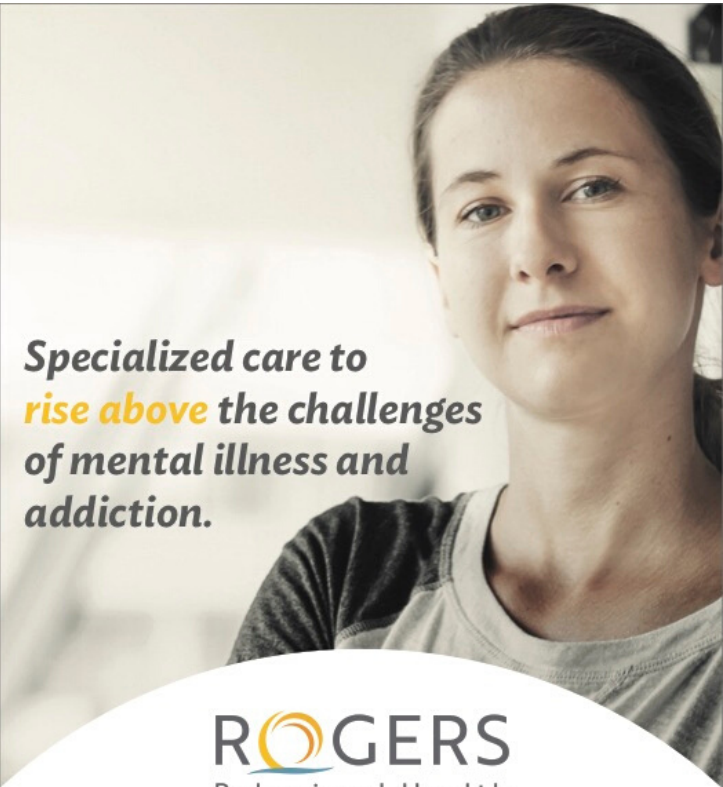
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# 9/10/19 Keynote Address

11:15 AM - 1:00 PM Cumberland Ballroom

## Building Bridges in the Profession

### **Samuel T. Gladding, Ph.D., LPC, CCMHC, NCC**

counselor, counselor educator, prolific writer, a leader in numerous counseling organizations, and legendary contributor to the counseling field



Samuel T. Gladding is a professor in the Department of Counseling at Wake Forest University. He is a fellow in the American Counseling Association (ACA) and its former president. He has also served as president of the American Association of State Counseling Boards, Chi Sigma Iota, and three ACA divisions: the Association for Counselor Education and Supervision (ACES), the Association for Specialists in Group Work (ASGW), and the International Association of Marriage and Family Counselors (IAMFC). He is an ASGW fellow and the former editor of the Journal for Specialists in Group Work.

Dr. Gladding has authored numerous books (N=52 with revisions), scholarly articles (N=92), book chapters (N=32), teaching videos (N=17), and poems (N=45). His writings have been translated into half a dozen languages including Korean, Indonesian, Chinese, Polish, and Russian. He was a mental health first responder to the 9/11 attack in New York and to the Virginia Tech shootings and has twice been a Fulbright Specialist (Turkey & China). He is the recipient of ACA's Gilbert and Kathleen Wrenn Award for a Humanitarian and Caring Person, the David K. Brooks, Jr. Distinguished Mentor Award, and the Arthur A. Hitchcock Distinguished Professional Service Award. The Association for Creativity in Counseling (ACC) and ACA have each named awards in his honor.

Dr. Gladding received his degrees from Wake Forest (B.A., M.A. Ed.), Yale (M. A.), and UNC-Greensboro (Ph.D.). He is a National Certified Counselor (NCC), a Certified Clinical Mental Health Counselor (CCMHC), and a practicing Licensed Professional Counselor (North Carolina). He has taught counseling and worked with counselors and universities in Estonia, Austria, Malaysia, Sweden, Ireland, Germany, South Africa, Australia, Singapore, the Philippines, Mexico, and Canada. Before becoming a counselor educator, he worked fulltime as a clinician in a rural mental health center and was a first lieutenant in the U.S. Army. He is married to Claire Tillson Gladding and the father of three grown children. For fun, Dr. Gladding enjoys playing with his therapy dog, Lexie, as well as traveling, reading humor and biographies, and interacting with friends and family.



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# Compendium of Graduate Student Posters

## Doctoral Submissions

### **Virtual School Counseling: How does that work?**

LaTraci Aldridge

*University of Memphis*

The current research is a pilot study to investigate the roles and responsibilities of virtual school counselors. Furthermore, the study investigated if virtual school counselors' roles and responsibilities aligned with the ASCA standards.

### **The IDM Workbook: Creative Interventions for use in Clinical Supervision**

Wesley Allen, Christopher LaFever, & Charaya Upton

*University of Tennessee, Knoxville*

The Integrative Developmental Model of Supervision is well regarded in the literature as being useful for the supervision of developing counselors. However, IDM suffers from a lack of identified interventions. This program proposes a matrix of creative interventions for supervisors based a supervisee's developmental level according to the IDM.

### **A Comprehensive Look at the Role Effective Advising Plays in Building Meaningful Relationships**

Frances Ellmo

*University of Memphis*

This qualitative study explores masters-level counseling students' perceptions of offenders, or those involved with the criminal justice system, through semi-structured interviews. This study provides insight in to the counselor trainee perspective on working with this unique population. Implications for counselor training, development, and education are discussed.

### **Race-based traumatic stress and Africultural coping as predictors of racial identity and academic self-efficacy among Black college students**

Richard P. Garvin, Jr

*Trevecca Nazarene University*

This study investigated the differences between Black college students attending two types of universities, historically Black colleges and universities (HBCUs) and predominately-White inslilutions (PWis). Race--based stress was examined as a predictor of the study's two outcomes, academic self-efficacy and racial identity. Africultural coping strategies were examined as a moderator of the relationship between the study's independent variables (race-based traumatic stress and HBCU vs. PWI) and the study's dependent variables (academic self-efficacy and racial identity development).



# Compendium of Graduate Student Posters

## **The Secret Life of the American Teenager: Exploring Adolescent Dating Violence**

Covington Hanley

*University of Tennessee, Knoxville*

This poster presentation outlines research on the interpersonal relationships between adolescents and the violence and abuse that can stem from those emotional bonds. This exploration includes identifying protective factors, contextual and situational risk factors and predictors, gender parity, consequences, and preventative programs and interventions.

## **Ethical Responsibilities and Practical Applications of Training Site Supervisors**

Christopher R. LaFever, Charaya Upton, & Wesley Allen

*University of Tennessee, Knoxville*

CACREP (2015) requires site supervisors to have “training in counseling supervision... [with] orientation, consultation, and professional development opportunities” (p. 16) by training programs. This training must strike a balance between the needs of programs and sites. Review of ethical implications and suggestions to address these needs will be provided.

## **Integrating Approaches to Counseling Adults in Career-Life Transition: A Case Study**

Paula Carina & Lazarim Marques

*University of Tennessee, Knoxville*

Practices that benefit intercultural competence development for positive adjustment, improved assertiveness, and stress-resilience is necessary in counseling individuals in national and international career-life transition. This panel outlines a specific integration of counseling interventions with a de-identified case summary based on Bronfenbrenner’s ecological model, developmental career theories, solution-focused therapy, and intercultural approach to better explore issues in career-life transitions.

## **You Are Only As Strong As Your Program**

Mehak Kapoor, Jeffery Bass, & Michael Oyeteju

*University of Tennessee, Knoxville*

MJM Consulting takes an in depth look at how counseling training programs are equipped to handle issues of diversity? Areas that will be discussed are: coursework and practicum, accreditation process, diverse faculty with broad worldview and the impact that each of the aforementioned areas has on a student’s development and self-efficacy.

## **Fighting Fires: Suicide and Self-Injurious Behavior in Jails/Prisons**

Kristen J. Pate

*Lindsey Wilson College*

Suicide is the leading cause of death in local jails and prisons in the U.S. Individuals who are incarcerated are at greater risk for death by suicide than the general population. The presentation will look at the variables associated with this including solitary confinement, mental illness, self-injurious behaviors, and more.

# Compendium of Graduate Student Posters

## **Evaluating the Effect of Psychoeducational Groups on First-Generation Student's Behaviors**

Steve Rivera

*University of Memphis*

The purpose of this study is to evaluate the effect of a psychoeducational workshop group that provides information on academic success, professional development, financial management, wellness/wellbeing, and campus/community engagement, on the behaviors of first-generation students.

## **Running Therapy: A Revival of Theory & Technique**

Natae Jones Feenstra

*University of the Cumberland*

Running Therapy is both a theory and technique that was developed in the 1950's. RT flourished in the '70's but has since faded in the U.S. Running Therapy, being a more holistic approach to wellness, can benefit both mental and physical health simultaneously. No prior running experience is required.

## **Masters Submissions**

## **Sports Psychology and Counseling: Resilience and Courage in the Face of Fear**

Adam Barfoot

*University of Tennessee, Chattanooga*

This in-depth literature review will examine the connection between sports psychology and counseling as it relates to resilience and courage in the presence of fear and coping with obstacles in order to pursue future progress. Counseling skills and techniques specific to working with athletes will also be discussed.

## **Measuring Psychotherapy Outcomes in a Small College Counseling Center**

Lisa Buchanan

*Milligan College*

This study evaluated methods of measuring psychotherapy outcomes and uses of feedback to improve clinical services to clients in a college counseling and graduate training center setting. Graduate interns used PCOMS for continuous outcome monitoring over the course of one semester. Outcome data from this pilot study are presented.

## **The Career and Education Development of Rural Appalachian High School Students**

Brittney Hunter Carneal

*University of Tennessee, Chattanooga*

Social media has a prominent place in student's lives and can be easily misused. School counselors are in a unique position to use Hashtag Activism on social media platforms to integrate social justice into the guidance curriculum. The goal is empowering students to be active citizens—aligning with national standards.

# Compendium of Graduate Student Posters

## **Examining the Clinical Utility of Neurofeedback for Trauma-Exposed Adolescents in a Residential Treatment Center**

Paige Dixon, Frances Ellmo, Kiersten Hawes, Jean Black, & Amy Le  
*University of Memphis*

This poster will examine the preliminary results of a randomized controlled trial of neurofeedback for trauma-exposed adolescents at a residential treatment center. Pre- and post-treatment results will examine changes in self-reported psychiatric and physical symptoms.

## **Bridging the Gap: Addressing Multicultural Counseling for the Muslim American Community**

Suha Dweik  
*University of Memphis*

This presentation highlights the unique mental health issues faced by the Muslim-American population and ways to bridge the gap within the counseling relationship. It will help define some of the unique issues faced by the Muslim American/Immigrant populations, provide some background to the origins of stigma around mental health for Muslim-Americans, and provide some counseling techniques to help clinicians address issues in a culturally responsive way.

## **The Six Self-Care Stones You Need to Make Professional Longevity a Snap**

Viktoreya Edwards & Kamille Hayslett  
*Middle Tennessee State University*

This presentation introduces the six self-care stones. Alone, each stone can positively affect an individual's sense of wellness. However, when an individual actively works on and attends to each core stone in their lives, they maximize their holistic sense of wellness and fulfillment, making professional and personal longevity a snap!

## **Differential Diagnosis of High Functioning Autism**

James Andrew Gardner  
*University of Tennessee, Chattanooga*

Level 1 autism, aka "high-functioning" autism, often goes undiagnosed until adulthood. It is common for these individuals to receive diagnoses for comorbid issues or to be misdiagnosed before finally being diagnosed with autism. This presentation will discuss how to differentiate autism from other diagnoses that may present similarly.

## **Lost in Translation: Providing Therapeutic Services to Transgendering Survivors of Sexual Violence**

Ren Brown, Jaime Butler, Nikole Green  
*University of Tennessee, Chattanooga*

There is a lack of research toward transgender survivors of sexual violence. While the ALGBTIC has guidelines for working with this population in general, we believe Feminist Theory is effective specifically with survivors of sexual violence. This presentation will highlight the Feminist Paradigm and its implementation with this population.

# Compendium of Graduate Student Posters

## **“Ted Bundy: The Making of a Murderer”**

Wanda Elisabet Komjathy  
*Lincoln Memorial University*

This presentation focuses on the possible motivations for aberrant human behavior, specifically targeting serial killers.

## **When it Hurts to Help: Secondary Trauma in Teachers**

James D. McDonald  
*Milligan College*

Secondary traumatic stress occurs as helpers take on the symptoms of traumatized people whom they are helping. This study provides a review of the literature surrounding secondary trauma in helpers as well as the results of a sample of elementary school teachers assessed for secondary traumatic stress using the scale developed by Brian Bride.

## **Effect of Inclusion Classes on Student Psychological Well-being**

Ciera Patrick  
*Middle Tennessee State University*

Inclusion is the norm in schools today, allowing students with disabilities to no longer be ignored. However, does this provide some students with unnecessary stress to compete with average peers? How do students feel about being in inclusion classrooms? This poster will present a literature review of the effects of inclusion classes on a student's well-being.

## **Utilizing EMDR with Incarcerated Women**

Brandi Pursley  
*University of Tennessee, Chattanooga*

Incarcerated women have high levels of traumatization, as evidenced by above average adverse childhood experience (ACE) scores and PTSD symptoms. Eye movement desensitization and reprocessing (EMDR) is an evidence-based treatment that reduces disturbance around traumatic events. Utilizing EMDR can potentially improve safety and wellbeing within the prison and reduce recidivism.

## **School Counselor Role in Facilitating Communication with Spanish-Speaking Parents**

Caitlin Robles  
*Middle Tennessee State University*

As the Latino population increases, school counselors should be knowledgeable about culturally significant resources and research-based strategies to advocate for Spanish-speaking parents/guardians. This presentation will detail current literature on the best methods school counselors can implement when promoting communication between school staff and parents/guardians who primarily speak Spanish.

# Compendium of Graduate Student Posters

## **Art Therapy in Schools: Drawing Self-Portraits to Understand Self-Concepts**

Charlene Sanderson

*Austin Peay State University*

When school counselors encourage students to draw self-portraits throughout the school year, students understand their self-concepts. Drawing self-portraits and writing a short narrative of the portrait allows students to build self-esteem, develop emotion regulation, and reduces emotional numbness by reframing a traumatic experience into a new event.

## **Social Media and Adolescent Mental Health**

William Daniel Shirley & Willie Nelson McEntee, IV

*University of Tennessee, Knoxville*

American teens are experiencing a mental health crisis. Meanwhile, 94% of American adolescents use at least one social media platform. Current research offers insight social media's effects on adolescent mental health. Counselors should work to raise awareness and promote healthy relationships with social media platforms.

## **Therapeutic Benefits of Rock Climbing for Children and Adolescents**

Linden Rose Taber

*University of Tennessee, Chattanooga*

The opportunities for children and adolescents to spend time indoors, on screens and physically inactive are increasing. Research suggests that this trend is having negative effects on today's youth. Rock climbing offers potential emotional, social, physical and cognitive benefits when incorporated into therapeutic environments to counteract these effects.

## **The Effects of Microaggressions on College Students with Disabilities Academic Achievement**

Corbin P. Watson

*University of Memphis*

The focus of this presentation will be to explore how microaggression experiences of college students with disabilities effect their academic achievement at an urban university. The proposed session will cover microaggressions within the context of disability of a transitional youth population.

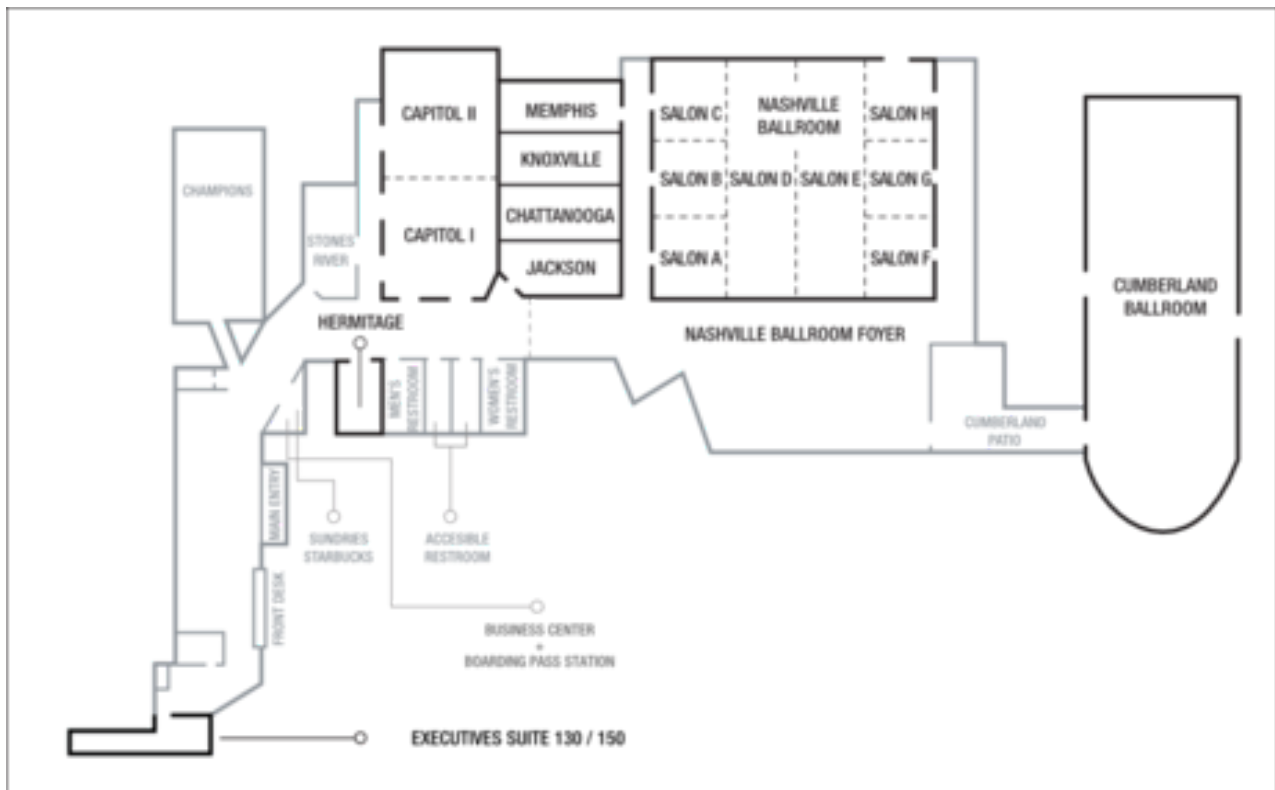
## **Know... Show... Grow...: Advocating for the School Counseling Profession**

Mary Wynn

*University of Tennessee, Knoxville*

School Counselors have specialized training for proactive and responsive services; stakeholder misunderstanding of their role can precipitate underutilization of skills and time misallocation. This presentation highlights the school counselor role, describes the importance of professional advocacy, and demonstrates advocacy strategies for program promotion, collaborative relationship development, and student success.

# Floor Plan



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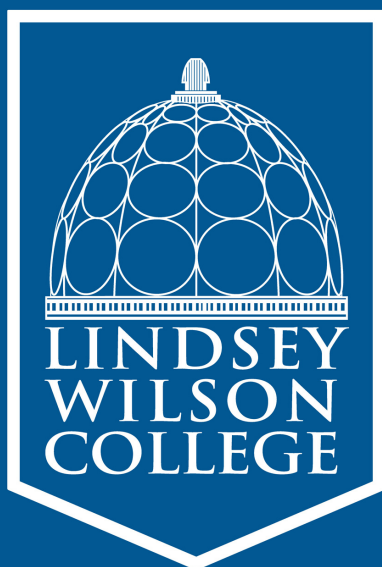


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1961/62	Bill Gilmer	1982/83	Gene Marshall	2002/03	Gayle Gragg
1962/63	Orianna Howley	1983/84	Dick Pelley	2003/04	Jeffery Freiden
1963/64	James Hobbs	1984/85	Gaynelle Wilson	2004/05	Randy Gambrell
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1970/71	Betty Jones	1991/92	Thelma Wright	2011/12	Debra Watson
1971/72	Ira Gladson	1992/93	Martha Goins	2012/13	Traci Tate
1972/73	Dorothy Pease	1993/94	Robert Evans	2013/14	Michael Bundy
1973/74	Bob Davis	1994/95	Paulette Crews	2014/15	Roosevelt Faulkner
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1975/76	Lillian Wooten	1996/97	Sylvia Wilson	2016/17	Kat Coy
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## What is TACES?

*TACES is dedicated to the development and improvement of counselor education and supervision in the state of Tennessee. TACES members include counselor educators, supervisors in school and clinical settings, and students interested in exchanging ideas, seeking solutions to common problems, and improving standards of professional services.*

## Why Join TACES?

- *Providing Networking with and between Counseling Supervisors and Counselor Educators*
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- *Promoting Quality Training and Supervision.*
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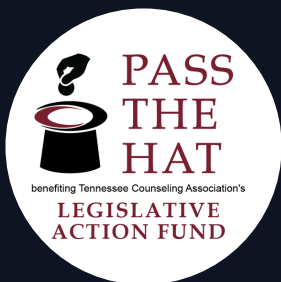
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