



**Robert E. Smith School of
Nursing, Health, and Sciences**
Division of Counselor Education

43rd Annual F.E. Woodall
Spring Conference
for the Helping Professions

Friday, April 4, 2025

*1003 W. Sunflower Road, Ewing Hall
Cleveland, MS 38733*

www.deltastate.edu/woodall
woodallconference@deltastate.edu

WELCOME TO THE 43rd ANNUAL F.E. WOODALL SPRING CONFERENCE FOR THE HELPING PROFESSIONS

In 1981, Dr. Fred E. Woodall developed the Spring Conference for the Helping Professions as part of Delta State University's Division of Counselor Education & Psychology. From those beginnings, the conference has been a means of helping counseling students develop areas of expertise by providing essential information, support, and networking opportunities to helping professionals in the region. The conference offers professionals in a variety of helping fields the opportunity to attend interesting and informative workshops at a nominal cost.

**In Memoriam
Dr. Fred E. Woodall
1944-2005**

Special Thanks To:

Woodall Conference Committee Members:

Darla Poole–Coordinator, Dr. Mary Bess Pannel, Dr. Maegan Tatum,
Dr. Kate Johnson, Dr. Jinnelle Powell, and Dr. Jana Donahoe

Delta Sigma Upsilon Chapter of Chi Sigma Iota Honor Society

Student Volunteers, Presenters, and Faculty

DSU Division of Counselor Education and the
Robert E. Smith School of Nursing, Health, & Sciences

Presley Farrish, Graduate Assistant
Anna Claire Winstead, Graduate Assistant
Maya McGinnis, Graduate Student

Exhibitors – 3rd Floor, Ewing Hall

[988 Mississippi](#) | [The ACT Center](#) | [DSU Chi Sigma Iota Honor Society](#) |
[Communicare/Sunflower Landing](#) | [Count It All Joy Counseling](#) | [Ely](#)
[Behavioral Health](#) | [Grant Me Justice](#) | [Gulf South Center for Community](#)
[Engaged Health Research & Innovation](#) | [Innova Prep School](#) |
[Mississippi Air National Guard](#) | [Mississippi Department of](#)
[Rehabilitation Services](#) | [National Career Development Association](#) |
Nunnery Clinical & Educational Consulting, LLC | [Our House, Inc.](#) |
Peyton's Angels | [Region 6 Life Help](#) | [University of Mississippi –](#)
[Leadership & Counselor Education](#)

Continuing Education

Please access the links below to complete CE Request/Evaluation Forms. We recommend keeping the link and form open all day so you can continuously fill out each session you attend. This form can only be submitted once. **Please wait and submit the form at the end of the day to receive credit & evaluate your presenters.**

ALL PARTICIPANTS:

Please submit your CE Request/Evaluation
Google Form at the end of the conference!

<https://forms.gle/zskXqUes5ZBoVGcP6>

***For MDE credits, you must fill out this Google
Form and submit by the end of the conference!**

<https://forms.gle/VigAN8H44yHm1SZh7>

NBCC CERTIFICATES WILL BE EMAILED WITHIN THE NEXT 3 WEEKS.

SW CERTIFICATES WILL BE EMAILED WITHIN THE NEXT 3 WEEKS.

**SCHOOL COUNSELOR CERTIFICATES WILL BE MAILED FROM
THE DSU DEPARTMENT OF CONTINUING EDUCATION
(FOR MDE CONTINUING ED).**

****PLEASE FILL OUT THE MDE APPLICATION AND SUBMIT THE DAY
OF THE CONFERENCE FOR CONTINUING ED TO GRANT YOUR MDE
CREDITS.***

DSU Chi Sigma Iota Fundraiser

Please consider contributing to the Delta Sigma Upsilon chapter of Chi Sigma Iota (CSI) Honor Society through this year's fundraiser! All proceeds directly benefit DSU CSI, its members, and professional development opportunities like the Woodall Conference.

In addition to a variety of snacks and beverages, priced at \$1 each, the following items will be available to purchase:



BACKPACK

\$10.00



JACKET

\$20.00

Schedule of Sessions

8:30 – 9:00: Check-In – Jacob Conference Center (JCC)

- Complimentary Coffee and Water
- DSU Chi Sigma Iota Fundraiser (all snacks & beverages are \$1.00!)

9:00 – 10:10: Welcome & First Keynote Session – Jacob Conference Center (JCC)

- Welcome from **President Ennis and Faculty**
- Meet the Speaker: **Dr. Jonathan Barlow**
- *A Kindred Technology: Innovating Counseling and the Helping Professions Through Artificial Intelligence*

10:20 – 11:20: 8 Breakout Sessions

- JCC: LPC Board: Practice, Supervision, and Regulation of the Counseling Profession
- 118: Exploring Internal Family Systems Through the Lens of *Inside Out 2* and Beyond
- 149: Concurring the Impact of Parental Narcissism!
- 209: Navigating Uncharted Territory: Supporting First-Generational College Students
- 225: Building Resilience in Our Schools and Communities
- 309: The Impact of Social Media Across Generations
- 315: Creative Interventions in Supervision (In-Person & Telehealth)
- 334: Healing the Trauma of the Inner Child Through Redecision Therapy

11:30 – 12:30: 8 Breakout Sessions

- JCC: Pathologizing or Empowering? Approaching BDSM and Kink in Therapy
- 118: Site Supervision in 60 Minutes: Everything You Need to Know About Being a Site Supervisor with Delta State University
→ *Current and future DSU Site Supervisors only.*
- 149: Counselors Breaking the Deafening Silence: See How they Hear
- 209: CTRL+ALT+HEAL
- 225: Recognizing Trauma, ACEs, and Cultural Stigma: Crisis Planning and Guidance to Proactively Create a Trauma-Informed Environment and Address Suicide in K-12 Schools
- 309: It's Giving...Cultural Competence: Cultivating Cultural Humility Through the ORCA Stance
- 315: Boundary Issues in Rural Practice Settings: Ethical Ways to Prevent and Manage Dual Relationships
- 334: Thriving, Not Just Surviving: Emotional Resilience for Future Counselors

12:35 – 1:35: Lunch on Your Own

- For dining recommendations, visit:
<https://www.visitclevelandms.com/dining>.

1:40 – 2:40: Second Keynote Session – Jacob Conference Center (JCC)

- Meet the Speaker: **Dr. Carl Sheperis**
- *Innovating Counseling and the Helping Professions Through Artificial Intelligence*

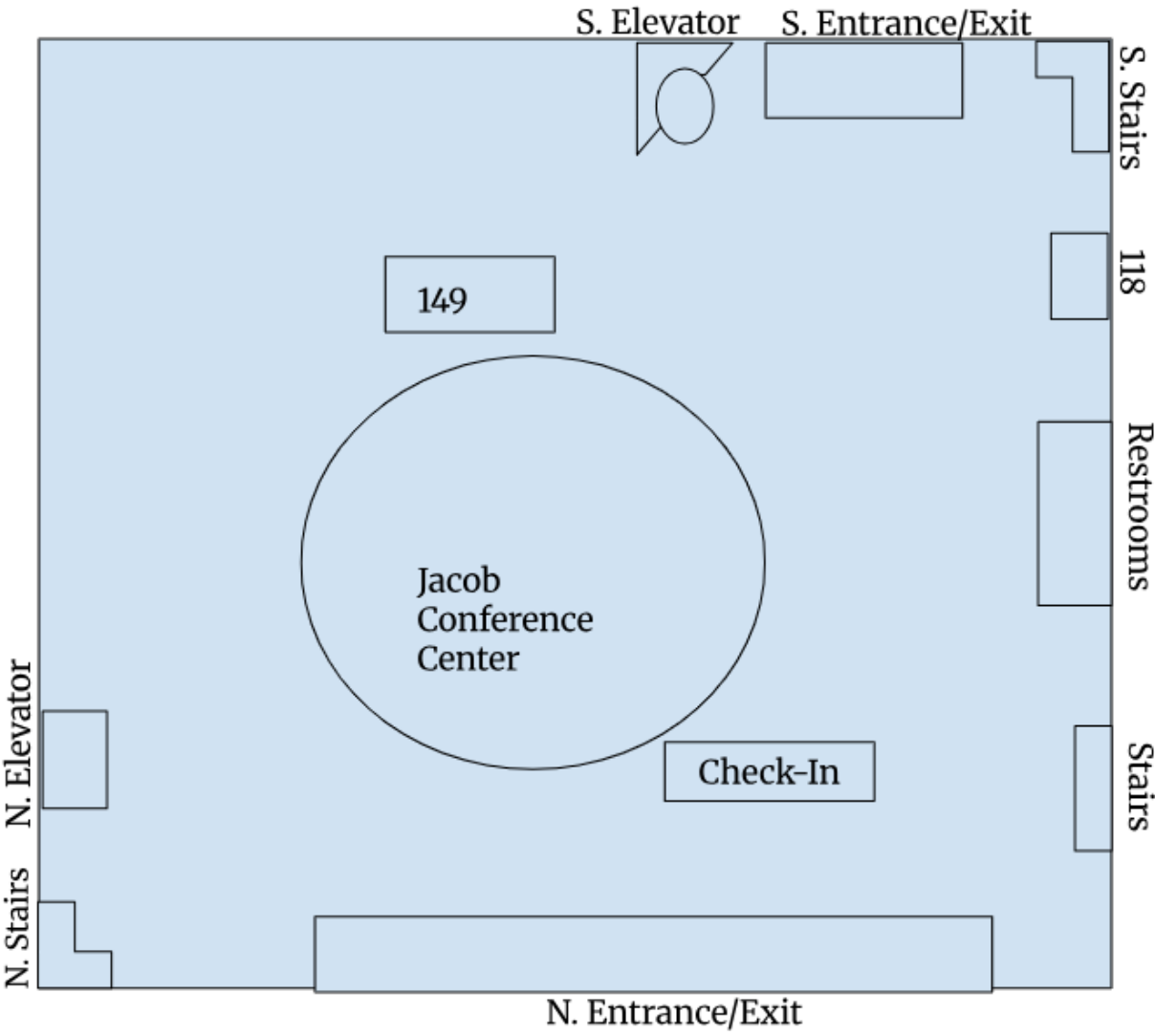
2:50 – 3:50: 9 Breakout Sessions

- JCC: Beyond the Label: Breaking the BPD Stigma
- 118: Ableism, Disableism, and Becoming an Inclusive Practitioner
- 149: You are Enough: Strategies for Treating Body Image in BIPOC Youth
- 209: Ethical Use of Artificial Intelligence in School Counseling
- 225: Transforming School Culture and Climate: Empowering School Counselors to be Agents of Change
- **239: Using AI to Enhance Clinical Skill Development and the Supervision Process (Featured Guest Speaker, Dr. Donna Sheperis)**
- 309: Working with Your Clients Through Conflict & Forgiveness
- 315: Human Trafficking & Implications for Helping Professions
- 334: Addressing Suicidality and Civil Commitment in Mississippi

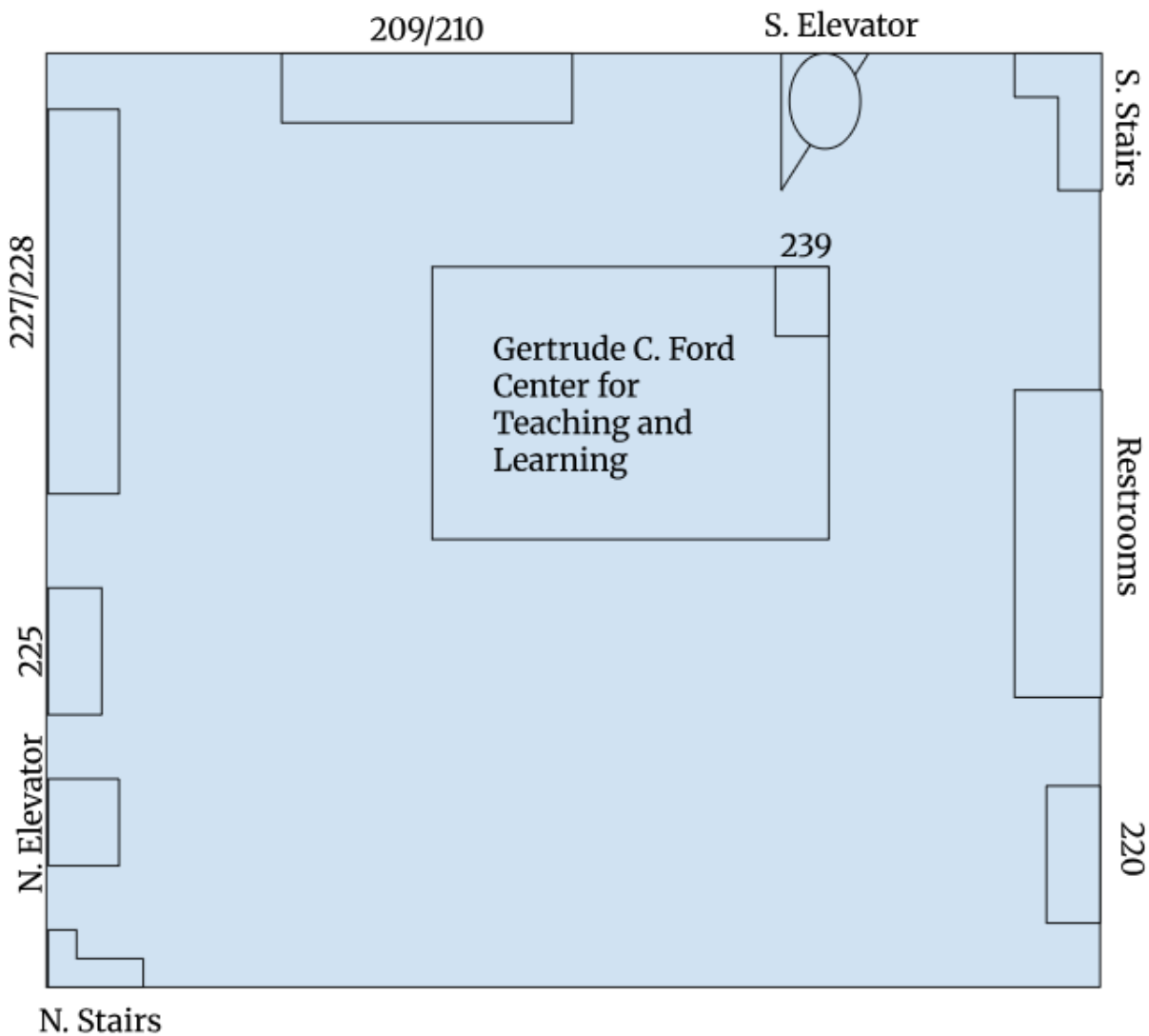
4:00 – 5:00: 8 Breakout Sessions

- JCC: Peak Potential: Discovering the Best in You
- 118: Caregiver Strain and People with Cancer
- 149: The Benefits of Narrative Therapy for Adolescents: Empowering Youth through Storytelling
- 209: Understanding Suicide Amongst Law Enforcement Officers
- 225: Stop the Hate: Utilizing Art Therapy & Cinematherapy to Address Bullying in Elementary School Children
- 309: Problem Identification and Diagnosis: I am Not My Label!
- 315: Mind/Body Applications for Mental Health
- 334: Therapeutic Alliance: Within Supervision

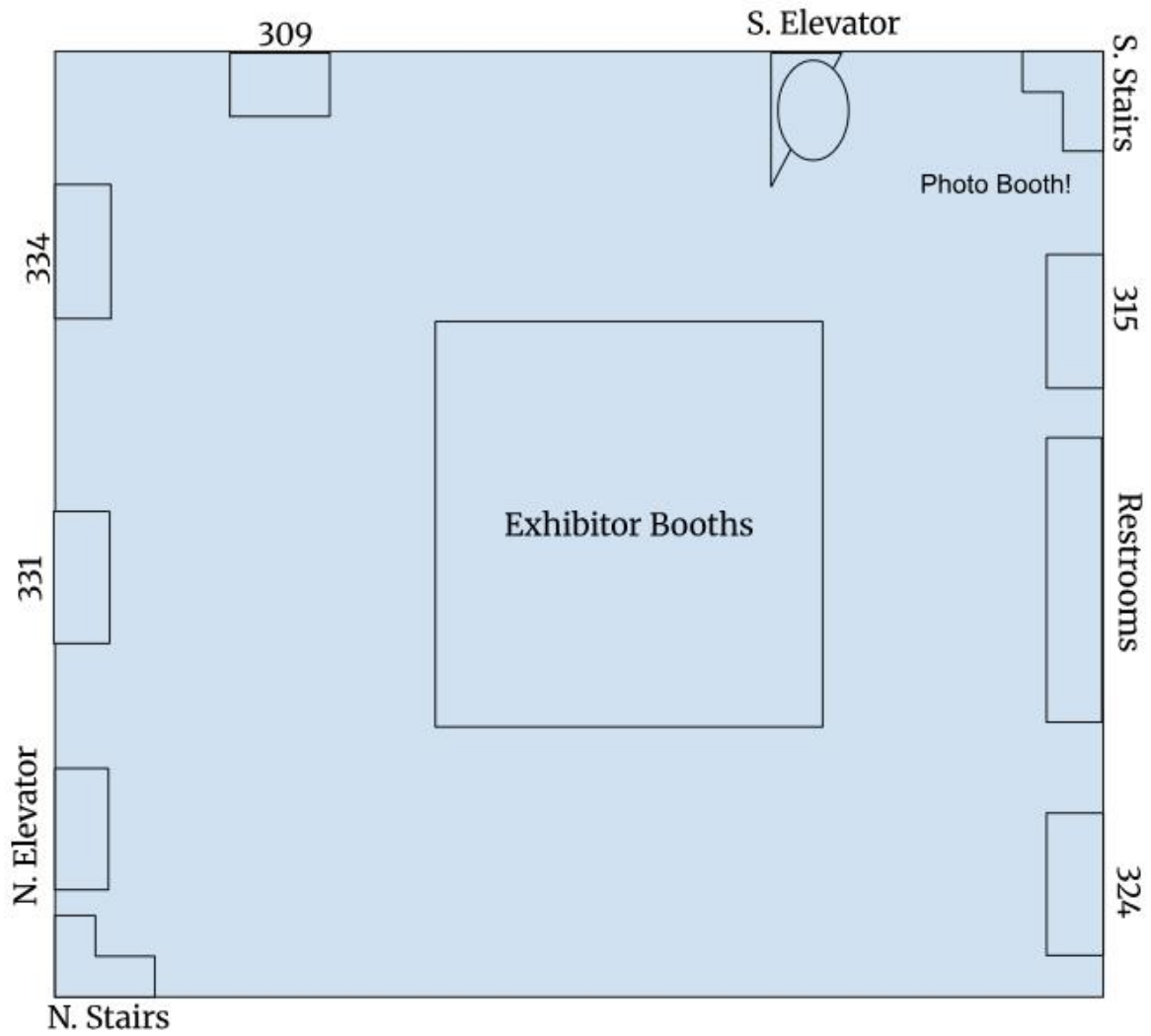
1st Floor of Ewing Map



2nd Floor of Ewing Map



3rd Floor of Ewing Map



Schedule-at-a-Glance

Jacob Conference Center (JCC)									
MORNING SESSIONS	9:00-10:10	Welcome from President Ennis and Faculty First Keynote Address: <i>A Kindred Technology: Integrating Artificial Intelligence into the Helping Professions Productively and Ethically</i> Dr. Jonathan Barlow , Assoc. Director & Asst. Teaching Professor, Data Science Academic Institute, MSU							
		JCC	118	149	209	225	309	315	334
	10:20-11:20	*LPC Board: Practice, Supervision , and Regulation of the Counseling Profession (including ethics)	Exploring Internal Family Systems Through the Lens of <i>Inside Out 2</i> and Beyond	Concurring the Impact of Parental Narcissism!	Navigating Uncharted Territory: Supporting First-Generational College Students	Building Resilience in Our Schools and Communities	The Impact of Social Media Across Generations	Creative Interventions in Supervision (In-Person & Telehealth)	Healing Trauma of the Inner Child Through Redecision Therapy
	11:30-12:30	Pathologizing or Empowering? Approaching BDSM and Kink in Therapy	Site Supervision in 60 Minutes: Everything You Need to Know About Being a Site Supervisor with Delta State	Counselors Breaking the Deafening Silence: See How they Hear	CTRL+ALT+HEAL	Recognizing Trauma, ACEs, and Cultural Stigma: Crisis Planning and Guidance to Proactively Create a Trauma-Informed Environment and Address Suicide in K-12 Schools	It's Giving... Cultural Competence: Cultivating Cultural Humility Through the ORCA Stance	Boundary Issues in Rural Practice Settings: Ethical Ways to Prevent and Manage Dual Relationships	Thriving, Not Just Surviving: Emotional Resilience for Future Counselors
LUNCH	12:35-1:35	LUNCH ON YOUR OWN For dining recommendations, visit: https://www.visitclevelandms.com/dining . Check out the DSU Chi Sigma Iota Fundraiser throughout the day!							

Ethics & Supervision CEs are in bold

Supervision – Blue

Ethics – Red

School Counseling – Green

Telehealth – yellow

***No Social Work Credit**

Jacob Conference Center (JCC)

1:40-2:40

Second Keynote Address:

Innovating Counseling and the Helping Professions Through Artificial Intelligence

Dr. Carl Sheperis, Vice Provost and Dean of Graduate Studies, Kutztown University of Pennsylvania

JCC

118

149

209

225

309

315

334

2:50-3:50

Beyond the Label: Breaking the BPD Stigma

Ableism, Disableism, and Becoming an Inclusive Practitioner

You are Enough: Strategies for Treating Body Image in BIPOC Youths

Ethical Use of Artificial Intelligence in School Counseling

*Transforming School Culture and Climate: Empowering School Counselors to be Agents of Change

Working with Your Clients Through Conflict & Forgiveness

Human Trafficking & Implications for Helping Professions

Addressing Suicidality and Civil Commitment in Mississippi

Featured Guest Speaker:

Ewing 239

Using AI to Enhance Clinical Skill Development and the Supervision Process

Dr. Donna Sheperis, Professor and Department Chair, Department of Counseling, Palo Alto University

4:00-5:00

Peak Potential: Discovering the Best in You

Caregiver Strain and People with Cancer

The Benefits of Narrative Therapy for Adolescents: Empowering Youth through Storytelling

Understanding Suicide Amongst Law Enforcement Officers

Stop the Hate: Utilizing Art Therapy & Cinematherapy to Address Bullying in Elementary School Children

Problem Identification and Diagnosis: I am Not My Label!

Mind/Body Applications for Mental Health

Therapeutic Alliance: Within Supervision

Ethics & Supervision CEs are in bold

***No Social Work Credit**

Supervision – Blue

Ethics – Red

School Counseling – Green

Telehealth – yellow

Full-size Schedule-at-a-Glance will be included in conference gift bags!

Keynote & Breakout Sessions

9:00–10:10

Jacob Conference Center

First Keynote Session

A Kindred Technology: Innovating Counseling and the Helping Professions Through Artificial Intelligence

Dr. Jonathan Barlow, Associate Director & Assistant Teaching Professor, Data Science Academic Institute, Mississippi State University

Far from embodying a cold stereotype of pitiless robotic logic, current forms of artificial intelligence flicker with the animating spirit of their human-created training data. As a careful student of human nature, generative AI owes its every ability to large collections of human writing, art, and photography. As such, these systems give professionals in social work, school counseling, clinical mental health counseling, and other helping professions the opportunity to partner with AI as a team capable of addressing human need without losing the human touch. In this address, Dr. Barlow invites us to consider how helping professionals can integrate AI ethically and productively into both the practice (and paperwork) of supporting and serving clients.

Speaker Bio: Jonathan Barlow is Associate Director of the MSU Data Science Academic Institute and an Assistant Teaching Professor. With a background in industry and university research, Barlow has more than 25 years of experience in software development, data modeling, data-intensive applications, and data analysis. Barlow received his Ph.D. from Saint Louis University. His data science research interests involve natural language processing and the philosophy of artificial intelligence.

10:20–11:20

Jacob Conference Center

LPC Board: Practice, Supervision, and Regulation of the Counseling Profession

Kimberly Sallis, PhD, LPC-S, BC-TMH; Melissa Windham, PhD, LPC-S, NCC, NCSC; Richard Strebeck, PhD, LPC-S, NCC, CSAT; Shelbi Bradley, DPC, LPC-S, BC-TMH; Sherry Bouldin, LPC-S, NCC

Presenters from the MS Board of Examiners for Licensed Professional Counselors will discuss the importance of sound practice in counseling and supervision, new processes for CE reporting, and regulatory practices in the counseling profession.

Learning Objectives:

- 1) Attendees will discuss the importance of focusing on skills and techniques in counseling, the application process components, in addition to gaining an understanding of the landscape of the counseling profession in MS.

- 2) The discussion will equip participants with knowledge regarding the role of supervision and ethics in the counseling profession, including the components, duties, practices and responsibilities involved.
- 3) The panel will present challenges, discuss CE reporting for professional development, review rules and regulations, in addition to facilitating conversation about the role of regulation in the counseling profession.

10:20-11:20

Ewing 118

Exploring Internal Family Systems Through the Lens of *Inside Out 2* and Beyond

Leona Bishop, EdS - School Counseling, LPC-S

Last summer, *Inside Out 2* captivated audiences with the introduction of more sophisticated emotions such as Embarrassment, Boredom, and Anxiety. Let's take a dive and explore Internal Family Systems (IFS), through the lens of *Inside Out 2*. IFS is a therapeutic approach that views the mind as a system of distinct "parts," (managers, firefighters, and exiles) each with its own roles and emotions. In IFS, the goal is to help individuals reconnect with their core "Self," which leads with compassion and wisdom. Through the lens of *Inside Out 2*, counselors can begin to relate IFS concepts to characters representing different emotional parts. By using the movie's depiction of emotions navigating through life challenges, counselors can help clients understand and integrate their parts, fostering emotional healing and balance. This presentation will provide strategies for using IFS to enhance emotional intelligence, improve conflict resolution, and promote emotional wellness in a relatable, engaging way for clients.

Learning Objectives:

- 1) Explain the core principles of Internal Family Systems, including the roles of Managers, Exiles, and Firefighters, and how these parts interact with the Self.
- 2) Define the Zones of Regulation and Window of Tolerance to help clients build emotional intelligence and promote emotional wellness.
- 3) Apply the concepts learned by using scenarios to identify the emotional needs of clients, helping them recognize and address their internal emotional states within the Zones of Regulation and Window of Tolerance.

10:20-11:20

Ewing 149

Concurring the Impact of Parental Narcissism!

Roseanne Nunnery, PhD, LPC-S, NCC, BC-TMH, CGP, C-DBT

The topic of narcissism has been publicized across social, print, and visual media. The reality of narcissistic personality disorder (NPD) and the impact on others is often misunderstood. It would seem that more folks are being diagnosed with NPD from the level

of attention given to this disorder. Realistically, the numbers of those diagnosed have not changed but the impact of NPD has become more mainstream with greater interest in understanding and healing from the exposure. In this presentation, I will focus on understanding the traits of NPD, specifically parental narcissism, the impact on attachment and functioning, and then provide a brief glimpse into some strategies to assist those exposed to parental narcissism.

Learning Objectives:

- 1) Explain the characteristics of NPD abuse from diagnostic and clinical perspective. Participants will gain knowledge of the characteristics of narcissism and the unique characteristics of parental narcissists.
- 2) There will be an analysis of attachment theory, styles, and parental NPD exposure. Participants will analyze the connection between narcissistic personality characteristics and attachment patterns for children exposed to parental narcissism.
- 3) There will be education and analysis of strategies to assist with healing from parental narcissism. Participants will learn how to apply specific skills and tools to assist with healing from parental narcissism.

10:20-11:20

Ewing 209

Navigating Uncharted Territory: Supporting First Generational College Students

Kiara Collier, MSW, LSSW, LMSW

As a school social worker, supporting first-generation college students requires unique understanding and strategies. These students face distinct challenges navigating higher education, often without familial guidance. This presentation will explore the complexities of advising and advocating for first-generation college students, highlighting best practices and evidence-based interventions. Clinicians will be equipped with understanding the complexities and nuances of first-generation college students' experiences.

Learning Objectives:

- 1) Identify challenges faced by first-generation college students.
- 2) Develop strategies for supporting first-generation college students.
- 3) Provide support to first-generation college students and their families.

10:20-11:20

Ewing 225

Building Resilience in Our Schools and Communities

Karla Weir, PhD., LPC-S, NCC, NCSC

Mental health issues among students in Mississippi's schools and communities have shown a significant upward trend in recent years. This shift requires helping professionals to adapt and evolve their support services. It is crucial to promote education about and advocate for the counseling profession and its beneficiaries.

Furthermore, helping professionals must prioritize their own mental wellness by understanding and addressing compassion fatigue through proper self-care practices. This self-awareness enables them to better support both schools and communities. Our collective goal must be to strengthen resilience across our educational institutions and local communities through proactive efforts. This presentation will share essential insights drawn from current research on mental health in educational settings, examine the impact of compassion fatigue on helping professionals, and provide evidence-based strategies for fostering resilience in our schools and communities.

Learning Objectives:

- 1) Participants will explore findings from recent studies regarding mental health and wellbeing in schools.
- 2) Participants will assess their experience with compassion fatigue while exploring self-care strategies.
- 3) Participants will analyze and integrate research-based approaches to develop stronger resilience.

10:20–11:20

Ewing 309

The Impact of Social Media Across Generations

Michelle Campbell, Allison Conley, Presley Farrish, Quintavious Mosley, Denisha Scott, Alvi'Yona West (DSU Counseling Graduate Students)

Faculty/Staff Sponsor: Maegan J. Tatum, Ph.D., LPC-S, NCC, BC-TMH

From a clinical mental health and school counseling perspective, social media addiction has become an increasingly significant concern, affecting individuals across all generations in unique ways. This presentation examines the psychological and emotional impacts of social media dependency, with a particular focus on its effects on youth, adolescents, and young adults, as well as the challenges faced by older generations. We will discuss how excessive social media use contributes to issues such as anxiety, depression, low self-esteem, and cyberbullying, and how these issues manifest differently across age groups. Special attention will be given to the role of school counselors in addressing social media addiction, including strategies for early intervention, counseling techniques, and creating a supportive school environment. The presentation will also explore the broader implications of social media addiction in clinical practice, such as the need for assessment, treatment planning, and family involvement in recovery. By exploring evidence-based interventions and the role of counselors, the presentation will provide practical insights for addressing social media addiction and fostering healthier digital habits across generations.

Learning Objectives:

- 1) Define addiction and discuss behaviors of addiction in regard to social media.
- 2) Discuss and gain an understanding of how social media addiction affects different generations in a variety of settings.
- 3) Identify and implement effective coping skills for social media addiction.

10:20-11:20

Ewing 315

Creative Interventions in Supervision (In-Person & Telehealth)

RobDreka Shaw-Shields, LPC-S, NCC, BC-TMH

Supervision is designed to facilitate growth of clinicians. In the middle of the ethical models and models of supervision it may sometimes become somewhat of a routine, especially in distance supervision. In this session, supervisors will learn creative strategies to help your clinicians in training conceptualize what is happening with their client, gauge direction, and also facilitate self-growth and reflection all from a distance.

Learning Objectives:

- 1) At the end of this activity, the participant will be able to identify the benefits of telehealth supervision.
- 2) At the end of this activity, the participant will be able to identify the barriers to distance supervision.
- 3) At the end of this activity, the participant will be able to demonstrate creative strategies to use in person supervision and in telehealth.

10:20-11:20

Ewing 334

Healing Trauma of the Inner Child through Redecision Therapy

Dr. Jeannie Falkner, PhD, LCSW, LCSW approved supervisor

Redecision is an existential integrated model which uses the clarity of Transactional Analysis and the here and now of gestalt experiments to empower clients to heal the trauma responses of childhood. Redecision therapy invites a new internal experience guided by the therapist toward integrated healing and a more authentic life.

Learning Objectives:

- 1) Identify phenomenological responses to childhood trauma working in the here and now.
- 2) Co-create a compassionate internal schema for integrative healing.
- 3) Recognize the traumatized child's phenomenological presentation during counseling.

11:30-12:30

Jacob Conference Center

Pathologizing or Empowering? Approaching BDSM and Kink in Therapy

Todd J. "TJ" Hendrix, MEd, LPC, NCC
Kate Johnson, PhD, LPC-S (MS), LPC (AL), NCC

Often, the BDSM and kink communities are misunderstood or categorized as deviant behaviors (Andrieu et al., 2019). With a focus on clinical work, we will explore going from stigmatization to empowerment, providing a framework for kink-affirming

therapy. During this presentation, we will explore the historical roots leading to the pathologization of BDSM and kink that continue to be shown in therapeutic practices today, and participants will learn about the shifts in societal and professional perceptions over time. The session highlights the importance of distinguishing between consensual practices and harmful behaviors, offering practical strategies to address stigma, promote openness, and foster trust with clients. Attendees will explore the emotional and mental health benefits of BDSM, such as self-discovery and stress relief, and gain tools to create a kink-affirming therapeutic environment that helps support mental health and personal empowerment.

Learning Objectives:

- 1) Understand the historical context of BDSM and kink in the mental health fields.
- 2) Differentiate between consensual practices and problematic, harmful, or abusive behaviors.
- 3) Learn at least 3 strategies that promote a kink-affirming practice.

11:30-12:30

Ewing 118

Site Supervision in 60 Minutes: Everything You Need to Know about Being a Site Supervisor with Delta State University

Maegan J. Tatum, Ph.D., LPC-S, NCC, BC-TMH

Site supervisors provide valuable insight to counselors-in-training through their practicum and internship experiences. However, many site supervisors are often unaware of all the requirements of being a site supervisor. This presentation will focus on the ins-and-outs of site supervision at Delta State University. Participants will review and discuss models of supervision, requirements of site supervisors and counselors-in-training, and explore use of Supervision Assist, the online program for tracking students' progress through practicum and internship. ***This presentation is for current and future DSU site supervisors ONLY.**

Learning Objectives:

- 1) Review and discuss models of supervision, including developmental, integrative, and orientation-specific models.
- 2) Review of site supervisor and student requirements outlined in the Field Experience Guide and 2024 CACREP Standards.
- 3) Explore and review Supervision Assist, including setting up an account and uploading documentation.

Counselors Breaking the Deafening Silence: See How they Hear

Rosanne Nunnery, Ph.D., LPC-S, NCC, BC-TMH
Logan Parker, Bachelor of Science in Psychology

The field of knowledge for deaf and hard of hearing individuals is slim to none, and there are relatively few counseling professionals that are able to competently work with this population. The ACA Code of Ethics (2014) states that counselors have a professional responsibility to become multiculturally competent. Not only that, but it is our job to discover the appropriate resources to provide adequate means of accessibility. For hearing counselors to serve this population, they must network with other professionals who have a deeper comprehension of the language and culture of deaf and hard of hearing individuals. These same individuals tend to intermingle with their own community which can hinder their connection to the mainstream community. However, it is vital to note that entering the mainstream world is somewhere where they are not accommodated, but instead, they have to accommodate to. We discuss how deafness is a culture, how there is a mental health deficit in this culture, how to maintain cultural and ethical competency in this culture, and considerations for treatment through the integration of a case study.

Learning Objectives:

- 1) Describe the cultural characteristics of deafness.
- 2) Discuss the mental health deficit in the deaf culture and explain the outcomes.
- 3) Explore ethics, resources, and programs available for the deaf community and apply case studies.

CTRL+ALT+HEAL

Rhonda Brown, Jasmyne Cain, Haley Couch, Shelby Pinnix, Lauren Simpson, Devin Williams (DSU Counseling Graduate Students)

Faculty/Staff Sponsor: Mary Bess Pannel, PhD, LPC, NCC

Are you curious about the future of telemental health and how to effectively use it with your niche populations? With the rapid evolution of resources, mental health care is becoming more accessible and flexible than ever. This session will explore its benefits and challenges, such as ethical considerations, technology issues, and client engagement. Attendees will learn how telemental health can support different populations, including children, adolescents, and those in rural areas. Practical resources and strategies will be provided to help integrate telemental health into clinical practice. By the end of the session, participants will have tools to confidently use telemental health in their work.

Learning Objectives:

- 1) Attendees will be able to identify the advantages and challenges of telemental health.
- 2) Attendees will be able to explain how telemental health can be used with various populations.
- 3) Attendees will be able to apply resources from the session to their practice.

11:30-12:30

Ewing 225

Recognizing Trauma, ACEs, and Cultural Stigma: Crisis Planning and Guidance to Proactively Create a Trauma-Informed Environment and Address Suicide in K-12 Schools

Kiara Johnson, EdS, LPC, NCC, NCSC
Robert Johnson, EdS

This presentation explores the impact of Adverse Childhood Experiences (ACES), trauma, and cultural stigma on individual development, specifically within diverse cultural contexts. The presentation will begin by defining Adverse Childhood Experiences (ACES) and examining their developmental implications, alongside a discussion of trauma and their lifelong effects on individuals. The presentation will also highlight the role of cultural stigma and barriers to seeking help, emphasizing the need for culturally sensitive approaches in addressing mental health issues in school settings. Strategies for promoting trauma-sensitive environments, particularly within school settings, warning signs and statistics about suicide alongside a critical analysis of crisis planning in MS K-12 schools and guidelines for managing suicidal ideation and self-harm will be discussed. The American School Counselor Association's counselor role in suicide and mental health is reviewed. This comprehensive examination of trauma, ACES, cultural stigma, and suicide across various diverse age groups aims to bridge the gap in mental health awareness in schools and suicide prevention. The relevance of this presentation and its objectives in the counseling profession is to advocate for awareness and the implementation of or continued implementation of strategies to create trauma-informed, sensitive environments, prevent suicide, and maximize the growth of all individuals.

Learning Objectives:

- 1) Define and identify ACES, Trauma, and Cultural Stigma, and identify strategies to promote trauma-sensitive environments, especially in school settings.
- 2) Identify warning signs, and statistics of suicide in Mississippi, and discuss proactive crisis planning.
- 3) Identify resources and create documents needed to address suicide prevention in Mississippi school settings.

It's Giving...Cultural Competence: Cultivating Cultural Humility Through the O.R.C.A. Stance

DeAron Washington, PLPC, MA in Marriage and Family Therapy

Racial and Ethnic minorities are being underserved in therapy. As a result, counselors must reconsider the current understanding of cultural competencies to provide effective treatment to clients from culturally diverse backgrounds. In this presentation, we will summarize the primary elements of the Cultural Humility Framework and O.R.C.A. stance (Openness, Respect, Curiosity, and Accountability). We will review the current cultural humility research and assessments such as The Cultural Humility Scale. The presentation will include strategies to incorporate cultural humility and the O.R.C.A. stance in the participants' clinical practice. The participants will engage in experiential activities to demonstrate the benefit of the strategies.

Learning Objectives:

- 1) Summarize the primary elements of cultural humility and the O.R.C.A. stance.
- 2) Explore methods of assessment that can inform the integration of Cultural Humility and the O.R.C.A. stance into clinical practice.
- 3) Participants will identify strategies to integrate cultural humility and the O.R.C.A. stance in their clinical practice.

Boundary Issues in Rural Practice Settings: Ethical Ways to Prevent and Manage Dual Relationships

Jana Donahoe, LCSW, Ph.D.

Loretta Jackson Walker LCSW, Ph.D.

Victoria Peay, LCSW

This session will address common boundary issues that helping professionals encounter in rural communities. Common causes and challenges of dual relationships will be examined. Participants will review various case scenarios involving boundary issues and participate in resolving the dilemmas by making prevention and action plans. Even seasoned professionals will benefit from this session and will have opportunities to share their practice wisdom on dealing with this difficult and pervasive issue.

Learning Objectives:

- 1) Understand dual relationships and their challenges.
- 2) Review challenging case scenarios involving dual relationships.
- 3) Develop prevention plans and action plans to effectively manage dual relationships.

11:30-12:30

Ewing 334

Thriving, Not Just Surviving: Emotional Resilience for Future Counselors

Jada Gear, Takyra Bolden, Pashun Walker, Cassandra Harvell, Maya McGinnis (DSU Counseling Graduate Students)

Faculty/Staff Sponsor: Jinnelle V. (Aguilar) Powell, Ph.D., LPC-S (TX)

The journey to becoming a counselor is both rewarding and emotionally demanding. As future mental health professionals, counselors-in-training must learn not only to manage stress but to cultivate resilience that allows them to thrive in their careers. This presentation explores the key components of emotional resilience, offering practical strategies to prevent burnout, navigate compassion fatigue, and foster long-term well-being. Through self-awareness, intentional self-care, and evidence-based coping strategies, attendees will gain tools to sustain their passion and effectiveness in the field. By shifting the focus from mere survival to true thriving, this session empowers future counselors to build a sustainable, fulfilling career while maintaining their own mental and emotional health.

Learning Objectives:

- 1) Participants will understand the demand to help navigate compassion fatigue and build emotional resilience to support counselors-in-training through burnout.
- 2) Participants will develop the knowledge and skills to recognize, prevent, and address compassion fatigue by fostering a supportive professional community.
- 3) Participants will learn to implement peer support strategies, engage in self-care practices, and advocate for a workplace culture that prioritizes mental well-being, ensuring sustainable and effective caregiving.

LUNCH BREAK 12:35-1:35

For dining recommendations, visit: <https://www.visitclevelandms.com/dining>.
Check out the DSU Chi Sigma Iota fundraiser throughout the day!

1:40-2:40

Jacob Conference Center

Second Keynote Session

Innovating Counseling and the Helping Professions Through Artificial Intelligence

Dr. Carl Sheperis, PhD, NCC, CCMHC, MAC, ACS, Vice Provost & Dean of Graduate Studies, Kutztown University of Pennsylvania

As artificial intelligence transforms the professional practice across industries, the helping professions – including counseling, social work, psychology, and human

services – stand at a pivotal intersection of human connection and technological advancement. This keynote address explores the transformative potential of AI across the spectrum of helping professions while examining the critical balance between technological innovation and the fundamental human element of helping relationships. Drawing from current research and emerging practices, this keynote address will delve into practical applications of AI across helping professions, addressing both opportunities and ethical considerations and emphasizing how AI can serve as a powerful tool to enhance – rather than replace – the helping relationship. Attendees will gain insights into preparing their practices and organizations for the thoughtful integration of AI technologies while maintaining the core values, ethical principles, and human-centered approach that defines the helping professions.

Speaker Bio: Dr. Carl J. Sheperis, Vice Provost and Dean of Graduate Studies at Kutztown University, is a recognized expert in the application of artificial intelligence to the health professions. He has delivered keynote addresses at several conferences on this topic and serves on the AI working group for the Global Forum on Innovation in Health Professional Education for the National Academies of Sciences, Engineering, and Medicine (NASEM). Dr. Sheperis has published articles on AI in healthcare in the *National Academy of Medicine* and the *Journal of Technology in Counselor Education and Supervision*.

With over 25 years of experience in pediatric and family mental health, Dr. Sheperis has served as an expert to various media outlets, reaching over 50,000,000 readers. He has held leadership positions in counseling, including serving as the editor-in-chief for the *Journal of Counselor Preparation and Supervision*, President of the Association for Assessment and Research in Counseling (AARC), and Associate Editor for the *Journal of Counseling and Development*.

Dr. Sheperis has authored several textbooks and published entries in various academic journals and reference volumes. He has received numerous awards, including the Outstanding Counselor Educator by the Southern Association of Counselor Education and Supervision, the Counselor Education Advocacy Award, and the David K. Brooks Jr. Distinguished Mentor Award from the American Counseling Association (ACA). Throughout his career, Dr. Sheperis has been awarded over \$90,000,000 in sponsored research funding and contract services.

2:50–3:50

Jacob Conference Center

Beyond the Label: Breaking the BPD Stigma

Meagan Higginbotham, MS, P-LPC
Kandyce Garick, MS

Borderline personality disorder (BPD) is a mental health disorder that has received an unfortunate amount of stigma throughout the years. Unfortunately, this stigma still remains attached to this diagnosis and has resulted in BPD being incredibly misunderstood by not only society, but also professionals within the field. Various factors have led to this stigma surrounding BPD; however, individuals with BPD continue to be negatively impacted as professionals are often scared of diagnosing and treating this disorder. In this presentation, the focus will be on understanding the symptoms of BPD, how these symptoms can present differently among each individual

with BPD, factors that play a role in the continued stigma surrounding BPD, and strategies that can be implemented to help reduce this stigma and better serve individuals with BPD.

Learning Objectives:

- 1) Explain the symptoms and characteristics for meeting diagnostic criteria for BPD from a clinical perspective.
- 2) Review various factors that have led to the stigma that surrounds BPD.
- 3) Analyze different strategies to implement to help reduce BPD stigma.

2:50-3:50

Ewing 118

Ableism, Disableism, and Becoming an Inclusive Practitioner

Steve Zanskas, Ph.D., CRC, LPC

According to the Centers for Disease Control (2024), over 70 million people in our country have disabilities. Through an interactive lecture, case vignettes, and discussion, participants will better understand the potential impact of ableism and disableism on people with disabilities. Helping professionals will be provided with practical practice considerations and guidelines for developing more disability-inclusive practices.

Learning Objectives:

- 1) Explain the difference between ableism and disableism and their potential impacts on persons with a disability.
- 2) Describe the incidence, prevalence, and historical response to disability in the United States.
- 3) Identify at least three methods of increasing access and inclusion in one's therapeutic practice.

2:50-3:50

Ewing 149

You are Enough: Strategies for Treating Body Image in BIPOC Youth

Tin Muk Li, MS; Jasmine Carter, MS, NCC, P-LPC; Kimberly Tillman Gray, MS; Carine Essomba, MA

E. Joan Looby, PhD, LPC-S, NCC, ACS

Research has shown that the prevalence of various eating disorders is equal to or even higher among Black, Indigenous, and people of color (BIPOC) compared to their White counterparts (Marques et al., 2011), particularly among Black females. The National Organization for Women (n.d.) reports that 53% of girls are dissatisfied with their bodies by age 13, and this figure rises to 78% by age 17. Research states that BIPOC individuals are more likely to experience poor body image and eating disorders, which

may be related to issues such as racism, colorism, and other negative societal perceptions affecting Black women. As a result, body image and weight issues are particularly severe for BIPOC youth, yet they are often overlooked (Figneret et al., 2013; Roosen & Mills, 2014). This becomes a social justice issue. Dissatisfaction with body image is often reflected in individuals' thoughts, actions, and behaviors, with mental health declining as BMI increases (Zaccagni et al., 2014). Additionally, individuals' self-perception is impacted by the sociocultural environment, social media, and experiences of bullying, violence, and discrimination. When an individual's actual perception of their body image is different from their ideal body image, it triggers weight management actions (Bouzas et al., 2019). This presentation will focus on factors that impact the body image of BIPOC youth, the resulting mental health issues, and strategies for promoting body positivity.

Learning Objectives:

- 1) At the end of this activity, the participant will be able to realize the significant impact of body image factors on BIPOC youths, both physically and psychologically.
- 2) At the end of this activity, the participant will be able to identify strategies for enhancing cultural awareness and addressing body positivity for BIPOC youths.
- 3) At the end of this activity, the participant will be able to delineate social justice advocacy initiatives utilizing practical skills to promote inclusivity and diversity in service delivery to BIPOC youths with body image issues.

2:50-3:50

Ewing 209

Ethical Use of Artificial Intelligence in School Counseling

Cassandra Brower, Marquita Henderson Green, Maddie Hull, Elizabeth Markham, Marlee May, Ann Garrison Thomas, Kaylan Sanders Wilson (DSU Counseling Graduate Students)

Faculty/Staff Sponsor: Mary Bess Pannel, PhD, LPC, NCC

This presentation seeks to inform school counselors on how they can embrace artificial intelligence (AI) as a helpful tool instead of avoiding it. School counselors will explore ethical considerations and practical applications of AI, learning to use it as a tool that enhances, rather than replaces human connection. Attendees will acquire strategies for effectively integrating AI, enabling them to concentrate more on students' academic, social-emotional, and career development. Attendees will learn how Artificial Intelligence coincides with the ASCA ethical standards.

Learning Objectives:

- 1) Attendees will be able to explain the use of artificial intelligence in the realm of school counseling (i.e., how you can use it to help you with daily tasks), and how it relates to the ASCA ethical standards.
- 2) Attendees will be able to identify different AI-focused platforms used in psycho-education.
- 3) Attendees will be able to demonstrate how school counselors can use artificial intelligence to create SEL lessons, behavior intervention plans, and how to use it ethically.

2:50-3:50

Ewing 225

Transforming School Culture and Climate: Empowering School Counselors to be Agents of Change

Dr. Fran McKnight, PhD in Educational Leadership, NCC

This session aims to equip school counselors with the knowledge and tools necessary to create positive, inclusive, and supportive school cultures. Based on the American School Counselor Association (ASCA) framework, this program focuses on the administration phase of organizational culture. It explores how school counselors can leverage data, collaborate with stakeholders, and implement strategic interventions to shift the overall school climate.

Learning Objectives:

- 1) Identify the key components of school culture and climate and the counselor's role in influencing them.
- 2) Understand how to use data to assess school climate and identify areas for improvement.
- 3) Develop strategies for leading collaborative efforts with stakeholders to implement systemic changes.

2:50-3:50

Ewing 239

Featured Guest Speaker

Using AI to Enhance Clinical Skill Development and the Supervision Process

Donna S. Sheperis, PhD, LPC, NCC, CCMHC, BC-TMH

With the onset of accessible Artificial intelligence (AI), counselors have opportunities to leverage tools that can transform the development of a student or supervisee's clinical skills and competency. By creating opportunities for real-time feedback, thematic analysis of sessions, skills training to increase clinical competency, and addressing culturally informed practices, the teaching and supervision process can become more targeted and streamlined. This session explores AI chatbots and simulation tools used in classroom and clinic-based settings, emphasizing their role in developing counselor competence. The presentation will address the ethical and practical implications of AI in counselor training, including issues of access, equity, and professional responsibility. Through live demonstrations and critical discussion, attendees will leave with strategies for integrating AI into skills training and supervision in their respective environments.

Learning Objectives:

- 1) Identify AI-powered tools that can simulate both client and counselor interactions to facilitate real-time skill development in counselor training and supervision.

- 2) Evaluate the practical applications of AI tools into classroom learning, clinic training, and supervision structures to enhance counselor competence and development.
- 3) Analyze the benefits and ethical challenges of incorporating AI-driven simulations into counseling education including matters of data privacy, equity, and bias reduction.

2:50-3:50

Ewing 309

Working with Your Clients Through Conflict & Forgiveness

Richard S. Balkin, PhD, LPC, NCC

Issues of conflict and forgiveness impact relationships. How clients recognize and work through conflict may impact well-being and life-satisfaction. In this presentation, attendees will be introduced to essential components to understanding forgiveness and how conflicts may be addressed, and perhaps alleviated or at least worked through, in the counseling process. Attendees will leave with an understanding of a viable model and instrument they can use in their practice.

Learning Objectives:

- 1) Understand the concepts of interpersonal and intrapersonal forgiveness as they apply to working with clients.
- 2) Utilize the Forgiveness Reconciliation Model to conceptualize pathways to addressing conflict and forgiveness.
- 3) Introduce, complete, and interpret the Forgiveness Reconciliation Inventory as a way to help clients (and ourselves) process through issues of conflict and forgiveness.

2:50-3:50

Ewing 315

Human Trafficking & Implications for Helping Professions

Noelle Hill, MS, Clinical Mental Health Counseling (*in progress*)

Dr. Kayla Acklin, PhD, LPC, PMH-C, NCC

The session will provide an in-depth teaching and discussion on the various forms of human trafficking, available resources for survivors, and the implications for helping professionals. Participants will gain valuable insights into identifying and understanding the complexities of human trafficking, including common myths and supporting statistics. The session will also focus on equipping attendees with knowledge of critical resources and support systems available to survivors, enabling them to advocate effectively for their clients and the general population of trafficking survivors. Additionally, the session will address the impact of vicarious trauma on

helping professionals, offering actionable self-care strategies to promote emotional resilience and prevent burnout in this challenging field.

Learning Objectives:

- 1) Identify and understand different types of human trafficking; including statistics and myths.
- 2) Understand resources available for survivors of human trafficking.
- 3) Understand implications for helping professionals, such as vicarious trauma, and self-care strategies.

2:50-3:50

Ewing 334

Addressing Suicidality and Civil Commitment in Mississippi

Brandy Collins, R. Kim Rushing, Christine Okeke, Angela Marquis, Verneitha McGee
(DSU Counseling Graduate Students)

Faculty/Staff Sponsor: Jinnelle V. (Aguilar) Powell, Ph.D., LPC-S (TX)

The purpose of civil commitment is to protect both the individual and society while ensuring that the person receives the necessary mental health treatment. It balances personal liberty with public safety and the individual's well-being. This presentation provides guidance on responding to suicidality when civil commitment is necessary with attention to the unique issues related to client's expressing suicidality over telehealth.

Learning Objectives:

- 1) Participants will understand the commitment process in Mississippi.
- 2) Participants will understand the new laws related to civil commitment with specific information relevant to telehealth.
- 3) Participants will understand ways to eliminate the stigma related to civil commitment/suicidality/mental illness.

4:00-5:00

Jacob Conference Center

Peak Potential: Discovering the Best in You

Dr. Kendrick Bailey, DPC, LPC-S, BC-TMH, NCC

Peak Potential: Discovering the Best You is an innovative, evidence-based approach created to teach school-age children to gain awareness with emotional and relational intelligence strategies to help them engineer stability and become resilient with their ever-changing concerns. It's culturally inclusive, given that the program incorporates the environmental factors of each student we serve. Peak Potential: Discovering the Best You focuses on social awareness and building emotional, mental, and relational skills by

utilizing effective evidence-based psychological/behavioral principles in a classroom instructional format conducive to self-guided skill acquisition and implementation. This principle relies primarily on the Cognitive-Behavioral Therapy (CBT) methodology.

Learning Objectives:

- 1) Gain awareness of students' cultural needs based on their environment and how it impacts them in school.
- 2) Assist students to gain confidence in emotional and relational intelligence.
- 3) Bring awareness to the cultural shift in helping professionals' focus on innovative strategies to meet the needs of students.

4:00-5:00

Ewing 118

Caregiver Strain and People with Cancer

Karen Linstrum, Ph.D., LPC-S, CRC

This presentation investigates the lack of information provided to the caregiver of a person with a major health crisis/cancer. Caregivers are usually chosen by default, are usually women, and are 55 and above in age. Research indicates that the majority of information provided to caregivers is shared during the last days of treatment. Furthermore, the caregivers may be referred to information on a website, yet the caregiver does not have computer skills needed to use the information. In conclusion, it is obvious that information needs to be provided early in the diagnosis process and attention should be given to the best communication style for the caregiver.

Learning Objectives:

- 1) Identify and apply caregivers' skills that perhaps [clinicians] could perform.
- 2) Apply distress assessments to recognize one's stress level.
- 3) List the various characteristics of a caregiver.

4:00-5:00

Ewing 149

The Benefits of Narrative Therapy for Adolescents: Empowering Youth Through Storytelling

Maya McGinnis (DSU Counseling Graduate Student)

Faculty/Staff Sponsor: Darla Poole, MEd, P-LPC, NCC, CCC

Narrative therapy has the potential to be an amazing asset to the adolescent community, fostering a safe place for them to be themselves and explore challenges in a healthy way. It can help them to tell their story in a way that empowers them, especially for members of marginalized/oppressed communities. Narrative therapy can help teenagers in a multitude of ways to help them navigate the difficulties that adolescence can bring. At

the end of this session, participants will understand the core principles of narrative therapy, discuss the relevance of narrative therapy in working with adolescents, as well as the role of the counselor, and discover the challenges and future directions of narrative therapy and helpful resources.

Learning Objectives:

- 1) Understand the core principles of narrative therapy.
- 2) Discuss the relevance of narrative therapy in working with adolescents, as well as the role of the counselor.
- 3) Discover the challenges and future directions of narrative therapy and helpful resources.

4:00-5:00

Ewing 209

Understanding Suicide Amongst Law Enforcement Officers

Alfonzo Haralson, EdD, LPC, LMFT; Lakita Johnson, PhD, LPC; Amirah Nelson, PhD, LPC; Regina McMurtey, PhD, LPC; Ronica Arnold, PhD, LPC; Artiko Greer, BS (Graduate Student); Laquandra Hill, BS (Graduate Student)

This research presentation explores the complex issue of suicide among law enforcement officers, shedding light on the various factors that contribute to this alarming phenomenon. Through an in-depth analysis of existing literature, this presentation aims to provide a comprehensive understanding of the challenges faced by law enforcement officers and the implications for mental health. By examining the available data and research, we seek to identify potential risk factors, protective factors, and avenues for intervention and support.

Learning Objectives:

- 1) Mental Health providers will be capable of defining suicide as it pertains to law enforcement officers.
- 2) Mental health providers will be able to discuss the challenges that contribute to suicide among law enforcement officers.
- 3) Mental health providers will be able to demonstrate protective factors that will aid law enforcement officers in improving their coping skills, such as avenues for interventions and support.

4:00-5:00

Ewing 225

Stop the Hate: Utilizing Art Therapy & Cinematherapy to Address Bullying in Elementary School Children

Kimberly Tillman Gray, MS; Jasmine Carter, MS, NCC, P-LPC; Tin Muk Li, MS; Iveyana Smith, BA; E. Joan Looby, PhD, LPC-S, NCC, ACS

A report from the Centers for Disease Control and Prevention (n.d.) clearly indicates that third graders represent the largest group of children involved in bullying behavior. Alarming, one in four children acknowledges participating in bullying, being bullied, or both. According to Stopbullying.gov (n.d.), "bullying is unwanted, aggressive behavior among school-age children that involves a real or perceived power imbalance. It also is repeated or has the potential to be repeated." Both the child who is bullied and the child who bullies others may have serious, persistent problems such as depression, anxiety, post-traumatic stress disorder, and suicidal ideation. In addition, bullying impacts children's development, physical safety, mental health, attitudes toward school, perceptions of school safety (Williams et al., 2018), and behaviors. This presentation focuses on utilizing expressive arts such as art therapy and cinematherapy to address bullying in elementary school children. Interventions will include applying art and film to enhance communication, heal trauma, and express feelings among elementary school children who are bullied.

Learning Objectives:

- 1) Identify the mental health and behavioral issues caused by the bullying of elementary school children.
- 2) Demonstrate how bullying causes trauma and be able to utilize art therapy and cinematherapy to address bullying and trauma in elementary school children.
- 3) Advocate for reducing bullying in school and community settings.

4:00-5:00

Ewing 309

Problem Identification and Diagnosis: I am Not My Label!

Tom Moore, Ph.D., LPC, NCSP

One of the critical challenges associated with the counseling experience is to determine if presenting problems are secondary to a mental disorder(s). The therapist is charged with not only validating an accurate diagnosis but also ensuring that evidence-based therapeutic goals and objectives are a product of a collaborative effort between the client and his therapist. Action goals and objectives should be agreed upon by both parties, preserving the functional integrity of the counseling process. It also assures the client that they are judged and empowered by their personal choices and not characterized or "labeled" by a "diagnosis." We will explore both the functional and dysfunctional outcomes of the diagnostic and evaluation process and discuss strategies for client empowerment for change beyond the limitations artificially imposed by cultural biases.

Learning Objectives:

- 1) Identify developmental, life-stage problems separate from and integrated with serious, challenging mental disorders.

- 2) Understand the concept of constructive client-therapist collaboration during goal-setting phases of the counseling relationship.
- 3) Employ a person-centered strategy to permit the client to view themselves as a person with a diagnosis capable of understanding and effectively managing their symptoms and behaviors rather than marginalizing or compromising their potential for developing metacognitive coping skills.

4:00-5:00

Ewing 315

Mind/Body Applications for Mental Health

Anna Valentine LPC, RDT, RYT-200

Holistic Health aims to assess clients from a “whole person- centered approach.” Through an overview of neuroscience, clinicians will learn the role of mind/body practices for dysregulated nervous systems. This program will offer 3 approaches to mind/body applications to psychotherapy. We will explore trauma-informed yoga, mindfulness meditation, and breathing exercises to help our clients learn to regulate their nervous systems.

Learning Objectives:

- 1) Clinicians will learn psychoeducation behind mind/body applications to psychotherapy to feel confident to explain the rationale to clients.
- 2) Clinicians will take part in practicing 3 different mind/body modalities to support nervous system regulation.
- 3) Clinicians will have the opportunity to practice facilitating modalities explored in session.

4:00-5:00

Ewing 334

Therapeutic Alliance: Within Supervision

Dr. Adriann Steen-Brown, Ed.D., Sp.Ed., M.Ed., B.A., LPC-S

The purpose of this presentation is to bring attention to the significance of supervision within the therapeutic alliance, the rationale behind continued supervision beyond organizational requirements and a reminder of what the codes state regarding supervision.

Learning Objectives:

- 1) Discuss the code of ethics as it relates to supervision.
- 2) Discuss examples of a supervisor’s role within a therapeutic alliance.
- 3) Discuss the significance of supervision beyond organizational requirement and the rationale for continued supervision.

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