

# ASGW CONFERENCE 2020



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## WELCOME PAGE

### Ana Puig, ASGW President



#### ASGW 2020 Conference President's Message

Saludos! It is my great pleasure to welcome you to the Association for Specialists in Group Work 2020 Biennial Conference. I am proud to be able to host you in our beautiful island paradise of Puerto Rico! Our conference theme: Grupos: Iluminando senderos de esperanza tras la tormenta; Groups Work: Illuminating Trails of Hope After the Storm, underscores our goals for this time together. Hurricane Maria left a path of destruction that affected many Puerto Ricans and the effects of the storm continue to reverberate. The people of Puerto Rico are strong, resilient, and committed to rise and lift each other up. ASGW is honored to present an array of pre-conference learning institutes, sessions, and research highlighting the contributions of group work that aims to heal traumatic wounds and bring communities together. I trust you will enjoy the circles of learning, sharing, and growing you are about to participate in. Our keynote address promises to be an exciting exploration of powerful healing and human being's capacity to transcend painful events. I guarantee that some sessions will trouble and challenge you, others will make you laugh or cry; all will touch you in the special way only group work can. Venture out! Do not forget to explore the unique beauty and hospitality of our people while you are here! Puerto Rico se levanta!

*Enjoy the conference!*

#### Mensaje de la Presidenta de la Conferencia ASGW 2020

Greetings! Es con gran placer que les doy la bienvenida a la conferencia bienal 2020 de la Asociación de Especialistas de Trabajo de Grupos. Estoy orgullosa de poder ser anfitriona de ustedes en nuestra bella isla del Encanto, Puerto Rico! Nuestro tema: Grupos: Iluminando senderos de esperanza tras la tormenta; Groups Work: Illuminating Trails of Hope After the Storm, acentúa nuestros objetivos durante los próximos días que compartiremos juntos. El huracán Maria dejó un rastro de destrucción que afectó a muchos puertorriqueños y su impacto aún persiste. La gente de Puerto Rico es fuerte, resistente, y comprometida a ayudarse unos a otros. ASGW se honra en presentar una gama de institutos de aprendizaje previos a la conferencia, sesiones, e investigaciones destacando las contribuciones del trabajo de grupos que van dirigidos a sanar las heridas traumáticas y a unir a las personas. Confío en que disfrutarán de los círculos de aprendizaje, intercambio y crecimiento en el que están a punto de participar.

Nuestro mensaje principal promete ser una exploración emocionante del poderoso proceso de sanación y la capacidad del ser humano para trascender los eventos dolorosos.

Les advierto que algunas sesiones podrán ser incómodas y desafiantes, otras los harán reír o llorar; pero si les impactara de la manera especial como solo el trabajo de grupos puede hacerlo. Aventurense! No se olviden de explorar la belleza y la hospitalidad única de nuestra gente mientras estén aquí! Puerto Rico se levanta!

*Disfruten la conferencia!*

Devika Dibya Choudhuri  
Conference Chair  
ASGW President-Elect



Welcome to la isla bonita de Puerto Rico! Holding the ASGW Conference to Puerto Rico has been a long term dream and I am delighted that you are joining us in bringing it to fruition.



ASGW has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 1011. Programs that do not qualify for NBCC credit are clearly identified. ASGW is solely responsible for all aspects of the programs.

The 2020 ASGW Conference will offer a total of 19 continuing education hours, including two 3 hour pre-conference institutes.

Participants may receive documentation of their continuing education hours by purchasing this service through the ASGW website shop no later than the end of the conference on February 1. In addition, participants must submit the required session evaluations and post-conference survey. The post-conference survey will be emailed to those who purchase the service.

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## SCHEDULE AT A GLANCE

### Thursday

January 30, 2020

7:00 am - 9:00 am	Breakfast for hotel guests
7:30 am - 3:30 pm	Service Project
8:00 am - 9:00 pm	Registration Open
9:30 am - 12:30 pm	Pre-Conference Institutes for PR Counselors
12:00 pm - 5:00 pm	Tour options on your own
2:00 pm - 5:00 pm	Pre-Conference Institutes
6:00 pm - 9:00 pm	Conference Kick-Off: Reception & President's Welcome

### Friday

January 31, 2020

7:00 am - 9:00 am	Breakfast for Hotel Guests
7:30 am - 5:00 pm	Registration Open
9:00 am - 9:55 am	A. Interactive Sessions
9:55 am - 10:10 am	Break
10:10 am - 11:05 am	B. Interactive & Fishbowl Sessions
11:05 am - 11:15 am	Break
11:15 am - 12:10 pm	C. Interactive Sessions
12:20 pm - 1:45 pm	Luncheon and Keynote
1:45 pm - 2:00 pm	Break
2:00 pm - 2:55 pm	D. Fishbowl, Poster, Research Sessions
3:00 pm - 4:00 pm	Drop-in Break with refreshments
3:00 pm - 5:00 pm	E. Poster, Research, Interac- tive, Case Studies Sessions
3:30 pm - 4:30 pm	JSGW Board Meeting
3:30 pm - 5:30 pm	Presidential Session
5:30 pm - 7:30 pm	Embassy Suite Manager's Reception; Affinity Groups Meet

### Saturday

February 01, 2020

7:00 am - 9:00 am	Breakfast for Hotel Guests
7:30 am - 5:00 pm	Registration Open
9:00 am - 12:00 pm	Extended Interactive Session
9:00 am - 9:55 am	F. Interactive & Fishbowl Sessions
9:55 am - 10:10 am	Break
10:10 am - 11:05 am	G. Interactive Sessions
11:05 am - 11:15 am	Break
11:15 am - 12:10 pm	H. Interactive Sessions
12:20 pm - 1:45 pm	Awards Luncheon and Presidential Session
1:45 pm - 2:00 pm	Break
2:00 pm - 2:55 pm	J. Fishbowl, Poster, Research Sessions
3:00 pm - 4:00 pm	Drop-in Break with refreshments
3:00 pm - 4:00 pm	K. Poster, Research, Interactive Sessions
4:15 pm - 5:15 pm	L. Interactive Sessions
5:30 pm - 7:30 pm	Embassy Suite Manager's Reception; Affinity Groups Meet
5:30 pm - 9:30 pm	Tour Options on Your Own

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## SCHEDULE

### Wednesday

January 29, 2020

TIME	SESSION	ROOM
5:00 am - 6:00 pm	<b>Pre-Conference Service Project</b>  <i>All Hands All Hearts -Yabucoa</i>  Lorraine Guth, Brittany Pollard	Meet in Lobby
7:00 am - 9:00 am	<b>Breakfast provided for hotel guests</b>	Paradise Café
8:30 am - 10:30 pm	<b>Registration/Info Table Open</b>  Sherry Allen	Pre-function area
9:00 am - 5:00 pm	<b>Tour options</b>  <i>Hotel based tour company will have options for participants to engage through kiosk in the lobby</i>	Meet in Lobby
5:00 pm - 7:30 pm	<b>Registration/ Info Table Open</b>  Sherry Allen	

# SCHEDULE

Thursday

January 30, 2020

TIME	SESSION	ROOM
7:00 am - 9:00 am	<b>Breakfast provided for hotel guests</b>	Paradise Café
7:30 am - 3:30 pm	<b>Pre-Conference Service Project</b>  <i>Ines Maria Mendoza School Caimito</i> Lorraine Guth, Brittany Pollad	Meet in Lobby
8:00 am - 9:00 pm	<b>Registration/Info Table Open</b> Sherry Allen	Pre-function area
09:30 am - 12:30pm	<b>PC1: Pre-Conference Institute for PR Counselors</b>  <i>Group Traumatic Episode Protocol Training</i>  Devika Dibya Choudhuri Amanda Ducharme Katherine McEwen  The EMDR G-TEP is a neurocounseling group application useful for those impacted by traumatic events, such as natural disasters or acts of violence. It uses a group framework to process trauma to reduce traumatic stress, promote adaptive processing, strengthen resilience and prevent post-trauma complications. The unique benefits of the G-TEP approach is that it does not require detailed verbal disclosure of trauma, uses drawing and symbols that are suitable for children as well as adults, and is cross culturally flexible.  This training will provide an introduction to EMDR for mental health workers, a practicum experience where participants will experience and benefit from the protocol, and training on conducting the protocol with children, adults, couples, and families. As part of ASGW commitment to serving to the island, this training will be offered for free to Puerto Rican mental health workers who choose to attend the conference. Registration for the conference will allow eligible participants access to this training.	Vistamar
12:00 pm - 5:00 pm	<b>Tour options</b>  <i>Hotel based tour company will have options for participants to engage through kiosk in the lobby</i>	Meet in Lobby



# SCHEDULE

Thursday

January 30, 2020

TIME	SESSION	ROOM
2:00 pm - 5:00 pm	<p><b>PC2: Pre-Conference Institute</b></p> <p><i>Reviewing Models: A Psychoeducational Group Approach for Disaster Relief within the Puerto Rican Context</i></p> <p>Edil Torres Rivera</p> <p>Puerto Rico was devastated by Hurricane Maria in many areas (physical, economic, etc.), however, the psychological area still needs to develop a model that reflects the values, culture, and needs of the Puerto Rican people. Starting from that point this presentation exposes three models of post-disaster recovery and using a group model to bring aid to the needy and another model developed by Cubans. The presentation will be showing the models of Bemak and Chung 92014), the American Red Cross, the Green Cross and Lorenzo (2019). In this session we will ask the audience to integrate different pieces of all of the models that the facilitator will introduce in a form of psychoeducation group program. Different cultural aspects of the Puerto Rican culture will be used in the presentation. Additionally the presentation takes into account the new reality of the Puerto Rican people as basis of the development of the model.</p>	Vistamar
	<p><b>PC3: Pre-Conference Institute- Partnership with Chi Sigma Iota</b></p> <p><i>Becoming a Servant Leader: Collaborating to Nurture Change</i></p> <p>Christine Suniti Bhat, Linwood Vereen, Matthew Nice, Madeleine M. Stevens</p> <p>Servant leadership is a way of engaging collaboratively with others to share in and contribute to the betterment of communities and organizations. Models emphasizing service as a way of leading can sometimes be difficult to actuate through self-guided learning. This workshop will provide practical structures for developing servant leadership skills and applying those skills in working or task group settings. The Principles of Practices and Leadership Excellence, developed by the CSI Academy of Leaders for Excellence and approved by the CSI Executive Council for distribution to its members and chapters (1999), will provide a platform from which attendees can understand their development and role as professional leaders within their respective communities. These principles were designed to provide direction for those seeking to become ethical and responsive leaders, thus this workshop will focus on both understanding and application of these ten principles as they align with the servant leadership model.</p>	Las Brisas
6:00 pm - 9:00 pm	<p><b>Conference Kick-off Reception &amp; President's Welcome</b></p> <p>Ana Puig, ASGW President Heather Trepal, ACA President Dibya Choudhuri, ASGW Conference Chair</p> <p>Music by Cuervos de la Noche</p>	Atrium

# SCHEDULE

Friday

January 31, 2020

TIME	SESSION	ROOM
7:00 am - 9:00 am	<b>Breakfast provided for hotel guests</b>	Paradise Café
7:30 am - 5:00 pm	<b>Registration/Info Table Open</b>  Sherry Allen	Pre-function area
9:00 am - 9:55 am	<b>A Interactive Sessions</b>  <i>A1: CSI-Servant Leader Community Responsiveness and Advocacy</i>  Mark Newmeyer, Kathy Llorente-Ybanez  In order to function as a responsive and compassionate leader in any setting, one must be committed to a process of understanding and respect towards others. Servant leadership involves principles core to counseling: listening, empathy, awareness, stewardship, and a commitment to growth. A serve-first mindset partners naturally with concepts of community involvement and advocacy within the counseling profession as well as philosophies inherent to the healthy functioning of any group; mutual empowerment and humility. Session presenters will focus on highlighting the benefits of and processes for engaging in serve-first leadership initiatives in the community designed to address issues critical in prompting mental wellness and addressing areas of prevention.	Las Brisas
	<i>A2: Adapting Trauma-Informed Group Treatment Protocols for Post-Trauma Group Intervention</i>  Thomas Murphy  This interactive session will focus on brief PTSD assessments and group interventions adapted from the EMDR Integrative Group Treatment Protocol, art therapy, and mindfulness techniques to reduce traumatic activation following a crisis for general practitioners. Experience with EMDR Therapy is not required.	Tropical
	<i>A3: Our Kids-What if I Told You: A National Campaign for Resources to Address Child Sexual Abuse</i>  Jill Howlett  Participants will better understand the prevalence and dynamics of child sexual abuse, hear how to better understand the importance of a trauma-informed and multi-disciplinary approach to child sexual abuse especially in a heightened state of vulnerability, and learn how to better understand how to identify appropriate resources in your community to respond to child sexual abuse.	Vistamar

# SCHEDULE

Friday

January 31, 2020

TIME	SESSION	ROOM
09:00 am - 9:55 am	<b>A Interactive Sessions, continued</b>	
	<i>A4: Providing Hope through Group Counseling and Medication-Assisted Treatment for Opioid Addiction</i>	El Sol
	Christine Suniti Bhat, Stephanie Maccombs	
	Participants will learn about a group intervention, grounded in best practices research, for clients with opioid use disorders utilizing medication-assisted treatment interventions. Participants will leave with recommendations on how to run such a group, to provide ongoing support to participants, and to address relapse prevention. Participants will also leave with an understanding of the strengths and challenges of running such groups, as well as possible evaluation methods. Handouts will be provided.	
	<i>A5: Application of ASGW's Ten Strategies to Use Group Work to Transform Hate, Facilitate Courageous Conversations, and Enhance Community Building</i>	Corales/Del Mar
	Lorraine J. Guth, Brittany Pollard, Christian Chan, Amy Nitza, Anneliese Singh	
	This presentation will provide a brief overview of ASGW's recent published document that highlights ten strategies for intentionally using group work to transform hate, facilitate courageous conversations, and enhance community building. These strategies include: acknowledging that culture and power are always present; creating brave, affirming, and humanizing spaces; cultivating cultural humility; engaging in intentional unity building; and practicing mindful and reflexive group facilitation. Using an interactive group activity, participants will apply these strategies to a case study and understand how the best practices were applied during a pre-conference day of service held in Puerto Rico.	
9:55 am - 10:10 am	<b>Break</b>	

# SCHEDULE

Friday

January 31, 2020

TIME	SESSION	ROOM
10:10 am - 11:05 am	<b>B Interactive Sessions</b>	
	<i>B1: A Sociometric Exploration and Psychodramatic Honoring of Immigration Histories</i>  Scott Giacomucci, Maria Jose Sotomayor-Giacomucci  This workshop introduces sociometry, psychodrama, and group psychotherapy through its founders' (Jacob & Zerka Moreno) immigration experiences. We will acknowledge the experience of migration as a personal trauma/loss and focus on generational strengths and resilience. Through sociometry, participants will explore and uncover shared experiences, identities, and values with a focus on their own personal family immigration stories. Finally, a brief psychodrama process will take place, oriented around honoring a family member and/or ancestor who played a supportive role in that individual's development or family immigration story.	Tropical
	<i>B2: Looking into the Dark Together: Addressing Suicidal Ideation in Groups</i>  Kevin Merideth, Rachel Clair Franklin  Clients who discuss their suicidal thoughts in group settings provide unique challenges and opportunities to facilitators. Come discuss the best practices for facilitating discussion between suicidal individuals, and balancing client safety with group cohesiveness.	Las Brisas
	<i>B3: 2020 Models of Experiential Group Training: Current Approaches and Future Directions</i>  George McMahon, Kevin A. Fall  Preparing graduate students to become confident and effective group leaders is essential to meet the needs of clients as well as to the health of group work as a counseling specialty. 20 years after the publication of the ASGW training standards, there remains little research on how counselor educators translate these standards into preparation strategies, and virtually no outcome research comparing models of group preparation. This presentation will provide an overview of common models of group work training, discuss relative strengths and limitations of common models, and discuss future directions for group work training and evaluation of group training models.	Vistamar

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# SCHEDULE

Friday

January 31, 2020

TIME	SESSION	ROOM
11:15 am - 12:10 pm	<b>C Interactive Sessions, continued</b>	
	<p><i>C2: Vicarious Resilience: Exploring Strategies To Prevent Burnout and Foster Hope</i></p> <p>Chiquita Long Holmes, E. Joan Looby</p> <p>Vicarious resilience illustrates the particularly powerful and transformational phenomena deriving from the therapist's response to witnessing the trauma survivor's resilience and recovery process. This program celebrates the therapeutic alliance between the client and the counselor and acknowledges the power of hope to generate the ability to adapt, recover, and thrive after disruptive and adverse challenges (Kilian, Hernandez-Wolfe, Engstrom, &amp; Gangsei, 2017). Counselors are invited to share their own experiences of vicarious resilience and hope and explore modalities and techniques believed to be efficacious in supporting the therapeutic group process, promoting resilience, and combating compassion fatigue.</p>	El Sol
	<p><i>C3: Using Poetry in T-Groups</i></p> <p>Kimberly K. Asner-Self, Dhaval Kumar S. Patel</p> <p>The T-Group model helps Counselors-in-Training (CITs) experience the dynamics associated with group process and development, therapeutic factors, and culturally relevant strategies for designing and facilitating groups. Poetry exists in a variety of forms in our lives - from the formal Western sonnet, Eastern Haiku, to sacred writings, to the lyrics of the Beatles, Carrie Underwood, and L'il Wayne. Poetry allows CITs to experience and communicate complex emotions and concepts in ways they not may have been able to do in the past. In this experiential program, presenters facilitate a short T-group session using poetry to help members grasp elements related to group counseling.</p>	Tropical
	<p><i>C4: Building and Executing a Resilience-based Trans, Non-Binary, and Gender NonConforming Therapeutic Group for Teens</i></p> <p>Lucas DeMonte</p> <p>This presentation includes the screening, development of structure, and implementation of an affirming Trans, Non-Binary, and Gender nonconforming teen group that builds effective coping skills, communal/individual resilience, and identity resilience. Brief trans 101 component will be involved.</p>	La Costa

# SCHEDULE

Friday

January 31, 2020

TIME	SESSION	ROOM
11:15 am - 12:10 pm	<b>C Interactive sessions, continued</b>  <i>C5: Fostering Hope by Incorporating Creative Mindful Photography Techniques into Experiential Positive Psychotherapy Interventions Among Latinx Youth</i>  Priscilla Rose Prasath Kendra L. Jackson  Group counselors work diligently to explore creative modalities to foster the participation of their clients and enrich their group experience. Embedded in the field of Positive Psychology are a variety of techniques that focus on fostering well-being and a shift in "mindset", including mindfulness and savoring. With the burgeoning camera technology and accessible smartphone users among today's youth, one could capitalize on the technique of Mindful Photography within the group process. Learn ways to integrate this innovative approach to seeing the self and the world through an experiential session. Positive psychology exercises designed to foster gratitude, strengths, savoring, awe, psychological capital, hope, resilience, and self-compassion will be illustrated using the mindful photography technique in group settings. Practical ideas on adapting and integrating this creative modality into various groups will be explored. Ideas on measuring effectiveness outcomes and research using the modality of photography such as digital story-telling, photo-voice, and photo-click will also be discussed. Specific emphasis will be on equipping counselors to use this technique efficiently with those who are affected by trauma.	Vistamar
12:20 pm - 1:45 pm	<b>Luncheon and Keynote</b>  <i>Group approaches that foster hopeful resilience: Reclaiming wellness in individuals and community</i>  Welcome: Ana Puig; Introduce Speaker: Dibya Choudhuri; Speaker: Sandra I. Lopez-Baez	Corales/Del Mar
1:45 pm - 2:00 pm	<b>Break</b>	
2:00 pm - 2:55 pm	<b>D Fishbowl Session</b>  <i>D1: Living in Limbo: Social Justice, Human Rights and Mixed Status Families</i>  E. Joan Looby, Chiquita Long Holmes, Kendra Blakely,  The detention, deportation or undocumented status of a parent puts U.S. citizen children at risk for a variety of trauma resulting in profound collateral damage and negative outcomes (American Psychological Association, 2019; Carnock, 2016; Kaye, 2017;Rodriquez & Hauser, 2013). Social justice is integral to counseling; counselors must dialogue about ways to address this issue. These children occupy schools, university classrooms, and mental health centers. Their parents are our neighbors. This fishbowl activity discusses three concerns related to U.S. born citizen children of undocumented parents: (a) challenges and risk factors; (b) counselors social justice responsibility to address this; (c) advocacy initiatives.	Las Brisas

# SCHEDULE

Friday

January 31, 2020

TIME	SESSION	ROOM
2:00 pm - 2:55 pm	<b>D Poster Sessions</b>  <i>D2: Using Group Counseling to Promote NeuroDiversity</i>  Kara Ieva, Wanda Wade, Emma Kendrick, Jonathan Ohrt, Samir Patel  Students in both K-12 and Higher Education settings are increasingly diagnosed with Autism and/ or ADHD. This presentation aims to address best practice to promote neurodiversity through group counseling that can focus on a multitude of psychoeducational topics.	Tropical
	<i>D3: Join the Group Work Conversation: Engage in Research</i>  Madeleine Stevens, Katy Schroeder, Yiyang Xiong, Peitao Zhu  Join us in the group work conversation! This session aims to empower group workers of all levels to engage in group work research. Presenters will provide a foundation of knowledge about group work research and its challenges as well as discuss practical strategies for conducting group work research. Counseling professionals with more knowledge on these methodologies will be better prepared to contribute to the growth of group work and its best practices.	Tropical
	<i>D4: Integrating Culturally Responsive Small Group Work in Schools to Foster the Development of Career Aspirations among Diverse Youth</i>  Tahani Dari, Christian Chan, Stacey Litam  Marginalized youth face many barriers in the development of career aspirations, despite the fact that career development training is a crucial part of school curricula and ethical mandates. The presenters will discuss how to promote the development of career goals through culturally responsive small-group work that incorporates all students, especially marginalized youth. Small-group work serves as an effective approach for the facilitation of social well-being, social connectedness, and self-motivation as important aspects of career development.	La Costa



# SCHEDULE

Friday

January 31, 2020

TIME	SESSION	ROOM
2:00 pm - 2:30 pm	<p><b>D Research Presentations</b></p> <p><i>D5: Utilizing a Process Group to Deepen Counseling Students' Racial Identity Development</i></p> <p>Tanya Johnson, Lauren Shure</p> <p>This session presents a pedagogical model for using group process to assist counseling students of diverse backgrounds in reflecting upon multicultural counseling content and integrating this content in a personal way to facilitate racial identity development, which is an important component of cultural competence for counselors of all identities. Utilizing interactive activities developed by Lee Mun Wah's (2004) model of corporate cultural sensitivity training, group sessions focus on counseling students' processing different aspects of multicultural competency, and the facilitator encouraged students to explore and deepen personal understandings and applications of concepts discussed in the multicultural counseling course, including racial identity, privilege and power, salient identities, intersectionality, and other models of identity development.</p>	El Sol
	<p><i>D6: An Examination of Counselor Education African American Women Graduate Students Experiences in a Campus Based Affinity Group</i></p> <p>Natoya Hill Haskins, Kim Lee Hughes</p> <p>This presentation will focus on the phenomenological study of a Relational Cultural Affinity group. The group was designed to support African American women in counselor education programs in a predominantly white institution. The presenters will specifically focus on answering the following research question: What are the lived experiences of Counselor Education African American women graduate students participating in a campus based Affinity Group at a Research Intensive PWI? The presenters will also allow time for attendees to take part in an experiential aspect of an affinity group and discuss their own experiences and needs within these types of support structures.</p>	La Costa
2:30 pm - 2:45 pm	<p><b>D Poster Sessions, continued</b></p> <p><i>D7: Incorporating the Common Factor Discrimination Model into Experiential Group Feedback Sessions</i></p> <p>Matthew S. Day</p> <p>The presentation addresses experiences of students completing an experiential group lab in a Counselor Education program. Supervision is integral to the course learning process as students assume roles of leaders, members and observers. Feedback sessions occurs weekly after training groups. The supervision process is generally limited to specific supervision factors and it is the integration of common factors (counseling and supervision) as well as specific supervision factors that is the target of this presentation. The focus is to determine which common factors significantly influence the supervision process. The use of reflective practice allows them to engage in the supervision process.</p>	Las Brisas

# SCHEDULE

Friday

January 31, 2020

TIME	SESSION	ROOM
2:30 pm - 2:45 pm	<b>D Poster Sessions, continued</b>  <i>D8: Supporting Families: A Psychoeducational Group for Parents/ Caregivers to Strengthen Relationships Through a Play-Based Program</i>  Rebekah Byrd, Emily Donald  <p>A review of the literature suggests that many children and adolescents with mental health needs are unable to access treatment (Reardon, Harvey, Baranowska, O'Brien, Smith &amp; Creswell, 2017). Caregivers have limited options and resources for meeting the needs of their children; therefore, psychoeducation for caregivers is crucial to address those needs. This presentation will discuss research findings on a modified CPRT psychoeducational group for caregivers. Reported effects will include: caregivers' perceptions, group dynamics, caregiver stress, perceptions of child(ren)'s behavior, and caregiver-child relationship. Researchers sought to assess how this psychoeducational group could be made more accessible to underserved populations.</p>	Tropical
	<i>D9: Nature-based Group Activities to use with Children and Adolescents Coping with Life's Storms</i>  Jacqueline Swank, Nina Medyk, Jasmaine Ataga, Zachary McNiece  <p>Nature has healing power that promotes wellness and the development of healthy coping skills. Additionally, nature serves as a powerful metaphor, such as the necessity of having good soil to build a foundation for a plant and the care it needs to flourish, just as a person needs a solid foundation for healthy growth and development (Swank &amp; Swank, 2013). Nature also has the power to evoke all five of senses during interactions with the environment and with others (Pecaski McLennan, 2010). Nature-based group work sessions may range from sessions held in an outdoor environment to involving natural materials in sessions held indoors. In this session, the presenters will discuss how counselors can use the natural world within counseling to promote healing after various life storms and wellness. The presenters will explain various techniques involving nature and give examples of how counselors can use it in group work. The presenters will also discuss ethical considerations and other areas to think about when integrating the natural world within group work. Finally, participants will have the opportunity to participate in nature-based group activity and process the experience with the group.</p>	La Costa
3:00 pm - 4:00 pm	<b>Drop-in Break with Refreshments</b>	

# SCHEDULE

Friday

January 31, 2020

TIME	SESSION	ROOM
3:00 pm - 4:45 pm	<b>E Poster Sessions</b>	
3:00 pm - 3:15 pm	<p><i>E1: Integrating Mind-Body Work in Groups as Part of Trauma-Informed Interventions for Teachers</i></p> <p>Maytal Eyal, Travis Bauer, Cassandra Gearhart, Christopher McCarthy, Emily Playfair</p> <p>This session introduces The Mind-Body Group for Teacher Stress, a trauma-informed intervention group for teachers in schools. Participants will learn important aspects of leading the group, including background on trauma-informed care in schools, and the benefits of marrying the trauma-informed approach with mind-body practices in groups. Attending participants will have the opportunity to engage in a range of mind-body activities. By the end of the session, participants will have greater knowledge of traumainformed care and mind-body group work in school settings.</p>	Tropical
	<p><i>E2: The use of groups to light the way for underrepresented faculty</i></p> <p>Kathy Ybanez-Llorente, Angie Cartwright</p> <p>Across academia, faculty from underrepresented groups comprise the lowest percentage of tenured faculty. Research examining their experiences starting at the hiring process through tenure and promotion reveals a lack of support available to help faculty navigate problematic environmental and institutional factors. Based on their own research, the presenters will discuss how to structure groups for faculty focusing on recruitment, hiring experiences, and retention of faculty of color through the tenure and promotion process. Professional development and mentoring opportunities academic units can implement at their own institutions will also be discussed.</p>	Tropical
	<p><i>E3: Utilizing Trauma-Focused Cognitive-Behavioral Therapy in a group format with Latin X populations</i></p> <p>Lindsey Donald, Alexis Jackson</p> <p>Trauma impacts individuals of all races, ages, and genders. Unfortunately, children are often susceptible to trauma. Trauma can impact a person's everyday functioning. If not treated, these impacts can be long lasting. One avenue of treatment is through Trauma-Focused Cognitive-Behavioral Therapy (TF-CBT).TF-CBT, an empirically based treatment, can be utilized with children, adolescents, and caregivers through individual or group therapy. This form of therapy has been demonstrated to effective with diverse populations including Latin X. This presentation will assist attendees to understand the various components of trauma, its implementations, and why utilizing TF-CBT in groups is beneficial.</p>	La Costa

# SCHEDULE

Friday

January 31, 2020

TIME	SESSION	ROOM
3:00 pm - 4:45 pm	<b>E Poster Sessions, continued</b>	
3:00 pm - 3:15 pm	<p><i>E4: "Weird, but it actually worked": Understanding Personal Growth through Experiential Growth Groups</i></p> <p>Yanhong Liu, Peitao Zhu, Alonzo D. Turner</p> <p>Experiential growth groups (EGGs) comprises a required component by the current counselor training standards (CACREP, 2015). Despite the widely documented significance of EGGs, little is known about how personal growth is demonstrated in trainees participating in EGGs. Grounded in the propositions of interpersonal awareness and relational insight (Kline et al., 1997), the presenters engaged in a rigorous study that explored 14 counseling trainees' trajectories of growth and dynamics involved in their development through participating in their respective EGGs. Through this program, the presenters will demonstrate trainees' multifaceted growth and discuss pedagogical and therapeutic implications of EGGs.</p>	La Costa
3:00 pm - 3:30 pm	<p><b>E Research Presentations</b></p> <p><i>E5: Measuring the Effectiveness of Wellness Groups: Process, Challenges and Lessons Learned</i></p> <p>Victoria L. Bacon</p> <p>Measuring the Effectiveness of Wellness Groups: Process, Challenges and Lessons Learned will provide attendees with an overview of this multi-year project that will include: developing a wellness group model for underserved populations (veterans and elders), instrument selection, identifying and securing grant funding, securing group members, conducting groups, data collection, and review of results. Presenter will share the process, numerous challenges along with solutions, and lessons learned when seeking evidence for group interventions.</p> <p><i>E6: Group Activities to Facilitate Cohesion, Heal Trauma, and Build Community in K-12 School Counseling Groups</i></p> <p>Tara Gray</p> <p>Participants will experience the power of group activities and group process in this session designed to demonstrate interactive group activities for K-12 groups. Participants will learn evidence-based research activities to facilitate group cohesion while advancing their knowledge and application of creating group work to build community, heal trauma and promote social justice. Activities will be incorporated into role-plays, based on school counseling groups in elementary, middle and high school, including topics such as school success for immigrant students, LGBTQI+ support, and a family violence support group, to empower students while building a sense of belonging, instilling hope and fostering resilience.</p>	<p>El Sol</p> <p>Corales/Del Mar</p>

# SCHEDULE

Friday

January 31, 2020

TIME	SESSION	ROOM
3:00 pm - 3:30 pm	<p><b>E Research Presentations, continued</b></p> <p><i>E7: Bicultural Identity Development with Latino youth: Considerations for Group Work</i></p> <p>Daniel Dosal - Terminel, Kerrie Taylor, Melissa Alvarado</p> <p>The adolescent Latino/Hispanic population is a growing demographic in the United States and have unique mental health concerns as they navigate bicultural identity formation within monocultural systems. Group therapy can aid adolescents in the development of individual and transgenerational cultural identity formation, while simultaneously addressing mental health concerns. During this session, presenters will discuss cultural considerations and current model trends of working with Latino adolescents and their families in a group setting. Presenters will also introduce two competing theories of assimilation, followed by a discussion regarding the practical application of these theories in schools and agencies.</p>	Vistamar
3:30 pm - 4:00 pm	<p><b>E Research Presentations, continued</b></p> <p><i>E8: Focus Group Research After the Storm: The Impact of Hurricane Maria on Students and Educators in Puerto Rico</i></p> <p>Lorraine J. Guth, Amy Nitza, Breanne B. Georgiana</p> <p>This presentation will discuss a qualitative research study that was conducted in Puerto Rico eighteen months after Hurricane Maria. The purpose of the study was to: 1) understand the impact that Hurricane Maria had on the academic, career, emotional/social, and mental health issues of students and 2) explore the impact of the hurricane and post disaster response on educators. Focus group interviews were conducted with key educational leaders, counseling professionals, educators, and stakeholders to understand these experiences. The results of this research will be shared along with ideas for group counseling interventions to address the needs that were uncovered.</p>	Corales/Del Mar
3:30 pm - 4:30 pm	<p><b>E Interactive Sessions</b></p> <p><i>E9: Dialectical Behavior Therapy for Substance Use (DBT-S) Groups for Adolescents: Practical Ways to Engage Motivation and Hope in Recovery</i></p> <p>Staci Tessmer, Annaleise Fisher</p> <p>The mental health and substance abuse needs of adolescents are continuing to rise. Dialectical Behavior Therapy for Substance Abusers (DBT-S) and group work are both evidence-based treatment methods that can be utilized in a variety of settings to help adolescents. Participants will understand the basics of both DBT-S and group work. The presenters will discuss current adolescent substance abuse concerns in schools and clinical settings, as well as present practical ways to utilize DBT-S skills within group work with adolescents to engage motivation and hope in recovery.</p>	Las Brisas

# SCHEDULE

Friday

January 31, 2020

TIME	SESSION	ROOM
3:30 pm - 5:30 pm	<p><b>Presidential Session</b></p> <p><i>E10: Purposeful practices in multiculturally conscious counseling: Community rebuilding through group work</i></p> <p>Kimberly A. Hart, Emi Lenes</p> <p>You are welcome to join this interactive session where we will be humbly cultivating intra- as well as interpersonal multicultural awareness and intentionality towards rebuilding diverse communities. Many communities need rebuilding; sometimes from natural disasters like Hurricane Maria, and sometimes from human misunderstandings and mistreatments (e.g., internalized, relational, systemic, hierarchical value-preferences). This session will include experiential group interventions along with creative expression opportunities. Visible and invisible identities will be acknowledged. This courageous group is intended to expand our compassion and inspire purposeful community practices. Your attendance is encouraged, your authenticity is invited, and we are honored by your presence!</p>	La Costa
3:45 pm - 4:45 pm	<p><b>E Interactive Sessions, continued</b></p> <p><i>E11: Photovoice as a Tool for Clinical Group Supervision</i></p> <p>Brandon Hunt</p> <p>The focus of this interactive presentation will be on ways to use Photovoice--which is a process where people use photos to describe their experiences with a particular topic or experience--in a group supervision setting. The presenters have used Photovoice during clinical group supervision with counseling interns. Example photos will be provided for group discussion, and the presenters will also discuss the logistics of using Photovoice and how to use it in a variety of group settings.</p>	El Sol
3:45 pm - 4:45 pm	<p><b>E Case Studies</b></p> <p><i>E12: Ancalados en la Esperanza: Pérdida y luto, identidad e imagen personal en grupos de consejería universitaria (Anchoring Hope: Loss, Identity and Self Image group work in Ivy-League college counseling setting.)</i></p> <p>Eduvigis Cruz-Arrieta, Debra D. Domenech, Annette Santiago-España</p> <p>This presentation will highlight group work conducted by bilingual, bicultural Puerto Rican psychologists at Columbia University Counseling &amp; Psychological Services via distinct 'group as case' studies. The process by which using a group modality to create a holding environment co-led by professional women of color will be demonstrated. Themes of: loss; support for women of color; and diverse students' complex relationship with food will be discussed. Challenges encountered by students of various cultural, racial, ethnic and socio-economic backgrounds attending a prestigious and academically demanding Ivy League university, while creating a 'new home' away from home, will be considered.</p>	Vistamar

# SCHEDULE

Friday

January 31, 2020

TIME	SESSION	ROOM
3:45 pm - 4:45 pm	<b>E Case Studies, continued</b>  <i>Help for the Helper: A Trauma Informed Care Support Group for First Responders</i>  E. Joan Looby, Cheryl A. Justice  Group therapy is one of the most effective models of treatment for a wide range of mental health conditions which first responders may experience (APA, 2012). Utilizing the six principles of trauma informed care (SAMHSA, 2014) and Yalom's (2005) therapeutic factors of group therapy, this presentation discusses a trauma support group for first responders. Topics include: the culture of first responders, barriers to effective mental health treatment, when to seek treatment, the benefits of group treatment, the structural components of the group, and how to integrate trauma informed care with Yalom's therapeutic group factors.	Vistamar
4:30 pm - 5:00 pm	<b>E Research Presentations, continued</b>  <i>E13: Using Wilderness Therapy and Exposure-based Cognitive Behavioral Therapy with adolescent trauma survivors</i>  Lindsey Donald, Alexis Jackson  This presentation investigates the effects of wilderness and exposure-based Cognitive Behavioral Therapy techniques on adolescents experiencing natural disaster-induced trauma. Practitioners examine the ways in which these forms of therapy help relieve feelings of loss or death, guilt, anxiety, and depression, amongst other clinical symptoms in adolescent populations that arise because of a natural disaster. The implementation of wilderness therapy and exposure-based CBT in adolescent groups, allows for counselors to apply practical, immediate interventions and therapy techniques that can allow a large number of adolescents to navigate emotional distress and trauma following a natural disaster (North & Pfefferbaum, 2013).	Corales/Del Mar
5:30 pm - 7:30 pm	<b>Embassy Suite Manager's Reception; Affinity Groups Meet</b>	Pool Bar

# SCHEDULE

Saturday

February 01, 2020

TIME	SESSION	ROOM
7:00 am - 9:00 am	<b>Breakfast-provided for hotel guests</b>	Paradise Café
7:30 am - 5:00 pm	<b>Registration/Info Table Open</b>	Pre-function area
9:00 am - 12:00 pm	<b>F Extended Interactive Session</b> <i>F1: Bringing a Group to Consensus with Confidence</i> Nancy Jackson Engage in and learn a dynamic facilitation process that helps groups problem-solve, cooperate respectfully, and be creative. This fun consensus process builds upon active participation and teamwork, resulting in a group owning its work and decisions. Called Technologies of Participation (ToP) Consensus Workshop method, it is especially helpful when groups need to agree on topics difficult to discuss, when there are many diverse perspectives on an issue, and/or when participants don't feel empowered to participate actively. We will practice the consensus process on a topic relevant to those attending the workshop, learn about the steps and facilitation tips, and discuss applications. You'll leave the workshop with a skill that you can successfully use right away.	El Sol
9:00 am - 9:55 am	<b>F Extended Interactive Session</b> <i>F2: CSI-Clinical Excellence to Promote Community Wellness after the Storm</i> Peggy Ceballos, Hernandez Bello Facilitating community wellness after the storm requires clinicians to engage effectively with affected communities. This engagement must be based on cultural humility and on a deep understanding of the unique experiences/needs of the clients. Based on their experience, the presenters will address the necessary factors to promote clinical excellence when working in communities affected by natural disasters.	Vistamar
	<i>F3: Curamos la tristeza al compás de la clave: Reconstructive Cognitive Restructuring as a tool in group work with Puerto Rican natural disaster survivors</i> Cristalis Capielo Rosario, Edil Torres Rivera, Jetza Morales-Pastrana, Alexis Faison Puerto Rican adults and children that were directly (Orengo-Aguayo et al., 2019; Scaramutti, Salas-Wright, Vos, & Schwartz, 2019) and indirectly (Capielo Rosario, Abreu, Gonzalez, & Cardenas Bautista, in press) exposed to the effects of Hurricane María of 2017, experienced significant post-traumatic stress. This interactive session introduces participants to a culturally adapted group work technique, Rhythmic Cognitive Restructuring technique (RCR; Glidden-Tracey & O'Leary, 2017) for Puerto Rican clients experiencing post-traumatic stress symptoms. RCR combines cognitive behavioral therapy techniques and rhythmic drumming to help stop negative thoughts and instead reinforces positive and affirming self-talk through the use of drums. This presentation will be in Spanish and English.	Corales/Del Mar Canceled



Saturday  
February 01, 2020

ASGW CONFERENCE 2020

## SCHEDULE

Saturday

February 01, 2020

TIME	SESSION	ROOM
10:10 am - 11:05 am	<b>G Interactive Sessions</b>	
	<i>G1: Illuminating Trauma Treatment in Group</i>	Tropical
	<b>Linda Ouellette</b>  The latest trauma research demonstrates the importance of understanding the neurobiology effects. Trauma affects brain development in children and functioning in adults. The affects include difficulties in emotional regulation, self awareness, memory, and executive functioning. Treatments that address these areas of functioning have demonstrated effectiveness in individual counseling. Some have also been researched for use in group work, like eye movement desensitization and reprocessing. Other research-based interventions include mindbody work, family therapy, and neurofeedback. This presentation demonstrates how to apply the interventions effective in group through experientials.	
	<i>G2: Psychoeducational Groupwork with Pre and Post-SOT Patients</i>	Las Brisas
	<b>Delini M. Fernando, Anne Rosencrans, Tiffiany Crow, Brittany Thompson</b>  Medical science, particularly in the field of solid organ transplantation (SOT), is rapidly advancing. However, in addition to the physiological effects that occur with such life-saving medical interventions, it is important to consider the social-emotional challenges that transplant recipients face. This presentation, thus, would examine the mental health implications of chronic illness, specifically those of SOT patients, as well as the ways in which participation in psychoeducational groups might enhance the success of SOTs. Specifically, we would discuss how group participation might facilitate members' development of coping skills, trauma processing, and general mental health improvements, both pre-and-post transplant.	
	<i>G3: Shared Trauma: When group counselors are the first respondents</i>	La Costa
	<b>Mónica Rodríguez, Peggy Ceballos</b>  Mental health professionals are an essential part of disaster response and community healing in the aftermath of a natural disaster. In this presentation, the facilitators will discuss the concept of shared trauma when mental health professionals deliver services to survivors of natural disasters in their own communities. The presenters will discuss shared trauma and its implications for group counseling leaders, counselor educators, and supervisors. Participants will hear preliminary results of a study that explored the experiences of mental health professionals in Puerto Rico who responded to Hurricane María.	

# SCHEDULE

**Saturday**

**February 01, 2020**

TIME	SESSION	ROOM
10:10 am - 11:05 am	<b>G Interactive Sessions, continued</b>	
	<p><i>G4: Here Comes the Sun: Re-discovering Your Body After the Storm</i></p> <p>Emi Lenes, Yolie Olavarria</p> <p>We will be inviting you to find shelter from inner and outer storms through music, experiential breathing and empowering body postures. Our intention is to create moments of clarity in a relaxed environment through yoga, laughter and community. In a supportive and compassionate group space, we will guide you to connect with your own body and process with each other. Our practices will include simple adaptable tips you can take back with you to implement within your various group settings. All experience levels are welcome!</p>	Vistamar
	<p><i>G5: Turtle Island: Group Therapy for Native American Grandparents and Grandchildren</i></p> <p>Rockey Robbins, Delini M. Fernando</p> <p>The focus of this presentation is a psycho-educational group intervention for Native American grandparents and grandchildren. It is designed to increase inter-personal connection between the grandparents and grandchildren, facilitate the transmission of tribal/cultural values, enhance a historically significant support system for Native American youth to cope with everyday stressors, enhance greater awareness and feelings of connections with Nature and build leadership capacities. The curriculum focuses on the interconnection of human beings to all things, holistic wellness, stories, and strengths of the group participants. All phases of implementation, as well as group activities and accompanying projects will be presented.</p>	Corales/Del Mar
11:05 am - 11:15 am	<b>Break</b>	
11:15 am - 12:10 pm	<b>H Interactive Sessions</b>	
	<p><i>H1: Building Resiliency: Art-Based Group Interventions in Disaster Mental Health Response</i></p> <p>Missy Fauser, Charlotte Crosland</p> <p>In recent years, there has been an increased emphasis on providing opportunities to build resilience and support posttraumatic growth in the field of disaster mental health. Art-based group interventions have the ability to provide these opportunities to impacted communities. This interactive presentation will provide a brief overview of the research, present visual images to demonstrate the impact of art as a tool for resiliency, and give attendees the opportunity to examine the personal experience of engaging in artistic creation within a group context. The presenters will also share their experiences with facilitating art groups in the community following natural disasters.</p>	Las Brisas

# SCHEDULE

Saturday

February 01, 2020

TIME	SESSION	ROOM
11:15 am - 12:10 pm	<b>H Interactive Sessions, continued</b>	
	<i>H2: Letters of Resilience: Enhancing Yalom's Curative Factors in a Trauma Processing Group</i>  Laura M. Schmuldt  Therapeutic documentation is an alternative to the traditional case note. Provided to the clients, it describes the courage and growth witnessed in the group session and provides continuity to clients between sessions. In this interactive program, participants will learn the rationale and process of therapeutic documentation and how it can uniquely bolster treatment outcomes for clients who have experienced trauma. Outcome data on the therapeutic document and Yalom's curative factors will be explored.	La Costa
	<i>H3: Shared Healing Through Group Play Therapy</i>  Mónica Rodríguez, Loidaly M. González-Rosario  Group play therapy through a child-centered lens is a non-directive way of working with children using two effective modalities, group work and play therapy. Ginott (1961) suggested that social hunger, a child's desire to attain social status from peers, motivates children to change their behavior in exchange for acceptance. Thus, group play therapy is a microcosm of a child's environment. Additionally, group offers children from collectivist cultures an opportunity to engage in community-care and shared healing. In this session, the presenters will provide video demonstrations of group play therapy and facilitate conversations on group play therapy and disaster relief work.	Vistamar
	<i>H4: Essential Self-Care: Using Group Work to Explore Warning Signs and Wellness Strategies to Prevent Burnout and Promote Well-being</i>  Cheryl P. Wolf  Group play therapy through a child-centered lens is a non-directive way of working with children using two effective modalities, group work and play therapy. Ginott (1961) suggested that social hunger, a child's desire to attain social status from peers, motivates children to change their behavior in exchange for acceptance. Thus, group play therapy is a microcosm of a child's environment. Additionally, group offers children from collectivist cultures an opportunity to engage in community-care and shared healing. In this session, the presenters will provide video demonstrations of group play therapy and facilitate conversations on group play therapy and disaster relief work.	Tropical

# SCHEDULE

Saturday

February 01, 2020

TIME	SESSION	ROOM
12:20 pm - 1:45 pm	<b>Awards Luncheon and Presidential Session</b>  <i>Del Desastre a la Recuperación: Addressing the Role of Mental Health Professionals in the Response and Recovery Efforts after Hurricane María</i>  Welcome: Ana Puig Awards: Dibya Choudhuri, Kara Ieva Moderator: Ivelisse Torres	Corales/Del Mar
1:45 pm - 2:00 pm	<b>Break</b>	
2:00 pm - 3:00 pm	<b>J Fishbowl Session</b> <b>Canceled</b>  <i>J1: Acting for Real- The Healing Dynamics of Being Together, Working Together, and Acting for Real-inter-generational perspectives</i>  Bogusia Skudrzyk, Chistine Sacco-Bene, Kim Tassinari, Batist; Emily Skudrzy, Latonia Ambush, Danielle Traylor, Maura Daugharty, Justiene Evans, Rodney Babcock, Lourdes Araujo, Filiberto Medina  An interdisciplinary team of counselors who work in school and community settings, counselor educators and consultants, and case workers, will demonstrate how community building can be developed and fostered, in school settings, through creative expressions that focus on giving children, adolescents, and adults opportunities to understand self and others. The use of literature, drama, and music will be highlighted. Emphasis will be placed on multicultural approaches to address the needs of individuals grappling with losses, crisis, and addictions.	Las Brisas
2:00 pm - 2:15 pm	<b>J Poster Sessions</b>  <i>J2: Incorporating Yoga into Group Therapy</i>  Julie K. Garson  This poster will discuss incorporating yoga into group therapy for college students struggling with anxiety and trauma symptoms. Information will be provided on current research on yoga and anxiety and yoga for trauma survivors. Additionally, details will be provided about a structured group with college students taught by a psychologist who is also a registered yoga teacher. Future group ideas will be discussed as well as ways that counselors can use yoga with their clients and coach their clients about attending public yoga classes in a therapeutic way.	Tropical

# SCHEDULE

Saturday

February 01, 2020

TIME	SESSION	ROOM
2:00 pm - 2:15 pm	<p><b>J Poster Sessions, continued</b></p> <p><i>J3: A Qualitative Exploration of How Group Practicum Impacts Clinical Competence and Self-Efficacy</i></p> <p>Brittany L. Pollard, Heather J. Uphold</p> <p>This presentation details the findings of an ASGW-funded study exploring the impact of group practicum training experiences on the self-efficacy and competence levels of clinical mental health practitioners. Presenters will provide an overview of relevant literature and CACREP standards pertaining to group work training, as well as briefly describe the qualitative methods used to collect and analyze data. Thematic findings will be described in detail, along with practical implications for counselor educators and supervisors and recommendations for continued research.</p>	La Costa
2:00 pm - 2:30 pm	<p><b>J Research Presentations</b></p> <p><i>J4: Evidenced-Based Group Development: Legacy Exploration &amp; Preservation Groups</i></p> <p>Victoria L. Bacon</p> <p>The Legacy Exploration and Preservation Group Model is a wellness group created in 2012. These groups are offered free to adults in the community specifically targeting veterans, persons affiliated with veterans and active military and elders. The primary goal of Legacy Exploration and Preservation Groups (LEPG) is for members to enhance their sense of psychological well-being by experiencing an increased connection to one's family, heritage, and to the global community. Well-being is a global priority, as healthy people contribute to healthy communities. Healthy People 2020 recommends involving universities to conduct research and develop community interventions. As such, quantitative and qualitative data has been collected since 2013 to establish LEPG wellness groups as an evidenced-based practice. The LEPG project is a multi-year project supported by grant funds from a variety of sources operating with five mental health professionals. Presenter will provide an interactive session where participants will learn about the LEPG Model, participate in therapeutic exercises and learn about measuring effectiveness of group interventions.</p>	El Sol
	<p><i>J5: Happy Tails After Damaged Trails: Using Animal-Assisted Interventions After Disasters</i></p> <p>Brianna Kane, Miranda Warfield</p> <p>Throughout history, animals have been seen alongside humans, as companions and spiritual icons. They influence the medical, social, behavioral, and psychosocial well-being of individuals (Silcox, Castillo, &amp; Reed, 2014). Human-animal interactions have positive effects on people including reduced feelings of stress and increased feelings of peace and connection (Wilkes, 2009). This presentation examines the use of animal-assisted interventions, specifically animal-assisted crisis response, to regain hope after natural disasters.</p>	Vistamar

# SCHEDULE

Saturday

February 01, 2020

TIME	SESSION	ROOM
2:30 pm - 2:45 pm	<b>J Poster Sessions, continued</b>  <i>J6: Crisis Intervention Counselor and Community Partnership Education - Calm Assessments and Stimulate Solutions working with Children and Adolescents.</i>  Lourdes Araujo  The Crisis Intervention Child and Adolescent Workshop will provide mental health providers and community partners increased knowledge and skills in crisis intervention using techniques that include an effective framework for decision making and problem-solving to prevent, de-escalate, and safely respond to a disruptive occurrence or a crisis event related to children and adolescents. The workshop addresses the serious issue of physical intervention through careful healing assessment of risks and an evaluation of at-risk behaviors. It increases confidence and ability in the mental health field and community to respond to critical situations safely. Esta presentación se puede hacer en español en este evento. También se puede presentar como una presentación bilingüe. El Powerpoint y los Folletos también estarán disponibles en español.	Tropical
3:00 pm - 4:00 pm	<b>Drop-in Break with Refreshments</b>	
3:00 pm - 4:00 pm	<b>K Poster Sessions</b>	
3:00 pm - 3:15 pm	<i>K1: Giving Voice to Your Story: Promoting Healing Through Photographs</i>  Jacqueline Swank, Mercedes Machado, Emi Lenes  Group members will have the opportunity to focus on the use of photographs as a way to share their stories and promote healing. The presenters will discuss how to use this technique in group work and will provide an opportunity for participants to engage in a photographic group experience. A picture can be worth at least 1,000 words!	Tropical
3:00 pm - 3:30 pm	<b>K Research Session</b>  <i>K2: Developing a Trauma-Informed Approach to Teacher Stress</i>  Travis Bauer, Maytal Eyal, Emily Playfair, Christopher McCarthy  Continued documentation of teacher stress among U.S. educators necessitates further research to meet their needs. Toxic stress—a debilitating stress response often triggered when exposed symptoms of another's trauma—has been identified as a driver for teacher stress, yet few researchers have conceptualized adequate interventions for them. The following presentation presents pilot data from trauma-informed psychoeducational groups for secondary school teachers in Central Texas examining the effect of trauma education on access to and attitudes about trauma-informed care. Quantitative and qualitative analyses of teacher feedback indicated a broad interest in trauma-informed care as it relates to teacher stress.	El Sol

# SCHEDULE

Saturday

February 01, 2020

TIME	SESSION	ROOM
3:00 pm - 4:00 pm	<p><b>K Interactive Sessions</b></p> <p><i>K3: Sandtray Group Work with Addictions &amp; Trauma: An Evidence-based Approach</i></p> <p>Rachael McCormick, Mark Newmeyer, Miles Lourenco</p> <p>This presentation is a continuum of the sandtray group presentation from the 2018 conference. Including sandtray groups as a part of treatment for substance use disorders and trauma increases the depth of personal discovery for clients. New research, randomly assigning group members to different treatments, show that sandtray groups score significantly higher on Group Climate and Therapeutic Factors than CBT groups addressing the same topic. This interactive program will inform attendees about new creative methods of treating substance use disorders and trauma using sandtray group therapy. Attendees will participate in a sandtray group activity, enhancing the understanding of concepts taught.</p> <p><i>K4: A Toolkit for Group Workers to Improve Supports to Reduce Loneliness and Social Isolation in Immigrants 65+</i></p> <p>Sirena Liladrie</p> <p>Social isolation and loneliness are known risk factors for poor quality of life and negative health outcomes for older adults. These detrimental effects can be compounded by immigrant status and language barriers. The purpose of this interactive session is to provide group workers who work with diverse older adults some innovative tools to support their work.</p> <p><i>K5: Towards Mindful Healing: Using Dialectical Behavior Therapy Skills for an Abortion Healing Group</i></p> <p>Laura M. Schmuldt</p> <p>One in four conceptions in the United States ends in abortion. Research on the psychological impact of abortion on women varies; stress reactions including anxiety, depression, increased substance use and psychosis can be a reality for some women. This presentation will step away from the politics associated with the topic of abortion and consider how Dialectical Behavior Skills (DBT) can be implemented in a group setting for women struggling following an abortion. Skills related to distress tolerance and emotional regulation will be highlighted in this interactive presentation.</p>	<p>Vistamar</p> <p>La Costa</p> <p>Corales/Del Mar</p>



# SCHEDULE

**Saturday**

**February 01, 2020**

TIME	SESSION	ROOM
4:15 pm - 5:15 pm	<p><b>L Interactive Sessions</b></p> <p><i>L1: Introduction to Experiential Group Work: Sociometry, Psychodrama, and Trauma Therapy</i></p> <p>Scott Giacomucci, Leela Ehrhart</p> <p>This workshop will provide a comprehensive trauma-focused introduction to the triadic system of Jacob Moreno - sociometry, psychodrama, and group psychotherapy. Participants will learn practical group tools, adaptable for any group setting, which move the group process beyond words into action. The history, theory, research, and practice of the model will be presented. Multiple actionbased sociometry tools and strength-based group safety structures will be demonstrated with their capacity to enhance group cohesion in an interactive experience. A short, contained psychodramatic vignette focused on positive psychology and gratitude will be facilitated as an introduction to the power of psychodrama.</p>	Tropical
	<p><i>L2: Building Resiliency after Trauma Utilizing the Creative Process</i></p> <p>Corinna M Costello</p> <p>This interactive discussion will focus on strengthening resiliency levels of traumatized individuals in a group setting through the use of the creative process. This approach individually supports emotional and physiological changes in the brain which can lead to collective and strength-based alterations to the group.</p>	Las Brisas
	<p><i>L3: International Group Work with Female Survivors of the Sri Lankan Civil</i></p> <p>Delini M. Fernando, Anne Rosencrans, Kyla Cummings, Sarah Hagos</p> <p>Based on the lead presenter's international group work experience with female survivors of the Sri Lankan Civil War, this presentation would aim to fill a gap in literature by focusing on support groups for survivors of human-made disasters, specifically female survivors who are disproportionately affected by the social upheaval of war. Informed by an existential-humanistic theoretical lens, this presentation would address post-war mental health research among trauma survivors, the mental health implications of human-made disasters, the challenges of leading groups in collectivist contexts, and relevant ethical implications of international group work.</p>	El Sol
5:30 pm - 9:30 pm	<b>Old San Juan Tour (optional)</b>	Meet in Lobby
5:30 pm - 7:30 pm	<b>Embassy Suites Manager's Reception; Affinity Groups Meet</b>	Pool Bar

## PRESENTERS

### ALEXIS FAISON

Alexis Faison is a first-year doctoral student in the Counseling Psychology program at Arizona State University (ASU). She recently completed her Master's in Counseling during the summer of 2019 at ASU as well. Alexis completed her Bachelor's degree in Psychology in 2015 at The University of North Carolina at Chapel Hill in Chapel Hill, NC. Since her early years in undergrad, Alexis knew that she wanted to pursue a career in a field where I could help people and give back to underrepresented communities. Alexis's training as a clinician has so far focused on transition-aged youth in the high school and community college setting. Her research interests focus on ethnic/racial identity development and minority mental health, with emphasis on African Americans.



**ALONZO D. TURNER**

Alonzo D. Turner is a doctoral student in counseling and counselor education. Co-presenter 2 has experiences running different types of groups in various settings. Co-presenter 2 has received adequate training in conducting both qualitative and quantitative research.



**ALEXIS JACKSON**

Alexis Jackson has completed her bachelors of science degree in Psychology and minor in Comparative Ethnic Studies at Washington State University. Her clinical experience includes working in a Psychology Research Lab in Mindfulness, Body Acceptance, Culture & Health with the Department of Psychological Science Licensed Psychologist & Health Services at the University of North Carolina, Charlotte. Her Clinical interest include working with survivors of trauma, sexual assault and violence, as well as understanding cultural differences and ideals.



**AMY NITZA**

Dr. Amy Nitza is a licensed mental health counselor and is currently the Director of the Institute for Disaster Mental Health at SUNY New Paltz. This institute is dedicated to preparing students, community members, paraprofessionals, and professionals in the helping fields to care for others following a disaster via evidence-based disaster mental health interventions, content, and skills. She oversees all aspects of the institute including programming and service delivery, finances, personnel, and external relations. She is currently working with key leaders in Puerto Rico on a UNICEF funded project and is also a member of the team that conducted this qualitative research project.

## PRESENTERS



**ANA PUIG**

I am scholar and research director in the Office of Educational Research, College of Education at the University of Florida and affiliate faculty of Counseling and Counselor Education. As an active member of ASGW for over 10 years, I have served in the International Committee, leading a team of editors on a two-issue JSGW publication focusing on International perspectives on group work: Practice, teaching, and research, Awards Committee, Product Development Committee and now President from 2019-20. I am proud to help host the ASGW 2020 conference in my island home of Puerto Rico & look forward to an exciting & fruitful year ahead!



**ANGIE CARTWRIGHT**

Dr. Angie Cartwright is an Associate Professor in the University of North Texas' Counseling Program. She has both firsthand knowledge and extensive work experience with underserved communities, behavioral health, and integrated care settings. Dr. Cartwright advocates for evidenced-based prevention models and an increase in an adequately trained mental health workforce. Dr. Cartwright has been recognized at the national level for her leadership and work with underserved populations. As primary investigator and project director for both the UNT Integrated Care and Behavioral Health Project and Cultural and Linguistic Awareness Support Services in Counseling, Dr. Cartwright manages the projects, coordinates project activities, and ensures implementation and prescribed activities are carried out in accordance with objectives. She is an active researcher, publishing and presenting on many areas, including diversity and cultural issues, experiences of faculty of color, and counselor training and clinical supervision.

## ANNALEISE FISHER

Annaleise Fisher is a licensed professional counselor (LPC) with a Chemical Dependency Counselor Assistant (CDCA) certification. The second presenter has worked with adolescents and adults in colleges and universities to treat a range of symptoms and diagnoses including substance use disorders (e.g., marijuana & alcohol). The second presenter has developed five addictions counseling courses (undergraduate and graduate) at Kent State University. The second presenter is instructor of record for two undergraduate courses titled Introduction to Addictions Counseling and Practices and Practices and Theories in Addictions Counseling. This presenter has also presented on DBT and Substance Use at various counseling conferences.

## ANNE ROSENCRANS

Anne Rosencrans is a clinical professional counseling master's student at the University of Oklahoma. She is a graduate research assistant in the Department of Educational Psychology and a trauma counseling intern at OU Medicine's Child Study Center. Previously, she completed a master's degree at the University of Notre Dame, where she studied secondary English education. Her academic interests include narrative therapy, adolescent moral development, gender roles, trauma, and cognitive-behavioral therapy.

## PRESENTERS



**ANNELIESE SINGH**

Anneliese A. Singh is an Professor at The University of Georgia and serves in the role as Associate Dean for the Office of Diversity, Equity, and Inclusion in the College of Education. Dr. Singh co-founded the Georgia Safe Schools Coalition to support LGBTQ+ students at the intersection of sexual orientation, gender identity, gender expression, race/ethnicity, disability, class, and other identities and experiences. Dr. Singh's research, practice, and advocacy center on the resilience of trans and non-binary people (e.g., people of color, youth), survivors of trauma, immigrants, South Asian survivors of child sexual abuse, social justice and empowerment training, and diversity, equity, and inclusion work in higher education. Dr. Singh has worked on several national competencies and guidelines projects for the American Counseling Association and American Psychological Association (e.g., ACA Transgender Counseling Competencies, ACA LGBTQIA Competencies, ACA Multicultural and Social Justice Competencies, ASGW Multicultural and Social Justice Principles for Group Work, APA Transgender and Gender Nonconforming Guidelines, APA Prevention Science Guidelines).



**ANNETTE SANTIAGO-  
ESPAÑA**

Dr. Annette Santiago-España is a licensed Latina psychologist with over 20 years of clinical experience. She is currently serving as Associate Director of the Eating Disorder Team at Counseling & Psychological Services, a division of Columbia Health, where she has worked since 2006. Prior to Columbia, Annette served as a psychologist at Princeton University Health Services, Counseling and Psychological Services. She earned her Ph.D. in counseling psychology at Indiana State University, M.A. at Andrews University, and B.A. at Rutgers University. She completed an internship in professional psychology at the University of Illinois at Urbana-Champaign Counseling Center. Annette's professional interests include eating disorders and body image, mindfulness and spirituality, acculturation and racial/ethnic identity development. Annette also has a passion for group work and currently facilitates both the women of color and eating disorder recovery support group. She enjoys helping students and communities identify strengths and resources that promote healthy development

## PRESENTERS



**BOGUSIA SKUDRZYK**

Bogusia Skudrzyk and her presentation team has over 25 years of facilitating groups, teaching, directing acting, designing integrated models, presenting, and conducting action research relevant to identifying therapeutic factors that promote healing, foster wellness, especially in the midst of crisis and facing career related stressors. She and her fellow presenters are members of the American Red Cross First Respondent Crisis Teams.



**BREANNE B.  
GEORGIANA**

Breanne B. Georgiana is a doctoral student in the Counselor Education and Supervision Program at Indiana University of Pennsylvania. She previously earned her Master of Arts degree in Clinical Mental Health Counseling at Indiana University of Pennsylvania. Breanne has clinical experience working with children, families, and adults in a variety of settings including alternative education schools, addiction recovery centers, and home-based counseling. She is currently a member of a research team that examined the impact of Hurricane Maria on students and educators in Puerto Rico.



**BRANDON HUNT**

Brandon Hunt is a professor of Counselor Education with a focus on clinical mental health counseling. She has been training master's and doctoral level counselors for 27 years. Her research interests include client attitudes toward clients, grief and trauma counseling, and clinical supervision. She has given many presentations at national and international counseling conferences and has published numerous articles and book chapters on a variety of counseling topics. She and Pam Wells have conducted research on using Photovoice in clinical supervision as well as presented on the topic.



**BRIANNA KANE**

Brianna Kane, MS, is a doctoral student at the University of Florida in Counselor Education. Her primary research interest is animal-assisted therapy. She has been personally comforted after natural disasters by her Australian Shepherd, Wrigley. She hopes to continue to contribute to animal-assisted intervention literature and receive certification to engage in AAT in her counseling practice.

## PRESENTERS



**BRITTANY L. POLLARD**

Dr. Brittany Pollard is an Assistant Professor in the Department of Counseling and Coordinator of Pittsburgh Counseling Programs at Indiana University of Pennsylvania. Her clinical experiences have centered primarily around working with underrepresented populations, including individuals diagnosed with HIV, survivors of domestic violence, clients struggling with addiction, and incarcerated adults. Dr. Pollard's research focuses on the use of experiential learning methods within counselor education, including the identification and evaluation of existing strategies, as well as the development and implementation of new training tools. In particular, Dr. Pollard enjoys practicing, teaching, and researching within several "niche" areas of counseling, including group work, human sexuality, and grief. She is currently the Co-Chair of the ASGW Special Initiatives Committee that was responsible for creating the document titled "Ten Ways to Intentionally Use Group Work to Transform Hate, Facilitate Courageous Conversations, and Enhance Community Building."

## CARLA STEWART

Dr. Carla L. Stewart has been serving the community through mental health and wellness counseling and consulting for sixteen years. She is a graduate of National Louis University (B.A & M.S) and Argosy University (Ed.D). Dr. Stewart holds several professional certifications and designations in the State of Illinois: Licensed Clinical Professional Counselor, Certified School Counselor, National Certified Counselor, and Board Certified Professional Christian Counselor. To meet the mental health and wellness needs of the larger community, she opened a private counseling and mental health consulting agency, CLS Comprehensive Services, LLC in 2009, located in Flossmoor, IL. She is currently an Assistant Professor at National Louis University in the Clinical Mental Health and School Counseling Master's Programs, and serves as the Chicago Campus Coordinator for both.

## PRESENTERS

### CAROLINE PERJESSY

Dr. Caroline Perjessy is an Associate Professor and Director of the Counselor Education & Supervision Doctoral program at National Louis University at the Tampa-Florida Regional campus. Her professional areas of interest include: narrative/postmodern approaches to pedagogy, supervision, and clinical work and specializes in working with clients from trauma backgrounds. She has over 13 years experience as an LPC/LMHC, and has been a licensed mental health counselor in Ohio, Georgia, and Florida and is a Qualified Supervisor in Florida. She is a practicing clinician in private practice and has training in Dialectical Behavior Therapy, which she utilizes in her practice with adults and adolescents and uses it primarily in group settings, who benefit from the mindfulness skills training inherent in DBT.

### CASSANDRA GEARHART

Cassandra Gearhart is a doctoral student in Counseling Psychology in the Department of Education at The University of Texas at Austin.

### CHARLOTTE CROSLAND

Dr. Charlotte Crosland has been working in the Charleston, SC area focusing on addiction recovery treatment since 2014, currently focusing on counseling, counselor education and clinical supervision. She earned a PhD in Counselor Education and Supervision to enhance support for addiction counselors (dissertation topic: Using Art to Enhance Self-Efficacy for Addiction Counselors-in-Training). Dr. Crosland has utilized her degree to support implementation of addiction specific treatment models into agencies across SC. She has been working with Georgi Educational and Counseling Services since 2012 to assist with implementation of the Biological Psychological Social Spiritual Experiential Model of Addiction and Modified Interpersonal Group Psychotherapy into SC agencies. Charlotte trains, codes and coaches for Motivational Interviewing. Chrlotte is a Board Certified Art Therapist (ATR-BC), Master Addiction Counselor (MAC) and Licensed Professional Counselor and Supervisor (LPC, LPC/S).

### CHARLOTTE MCKENZIE

Charlotte McKenzie has extensive background in drama, acting, literature, psychodrama, and outreach to children as well as adolescents in crisis.



## PRESENTERS



**CHERYL A. JUSTICE**

Dr. Cheryl A. Justice is Associate Professor in Counselor Education and Supervision in the Department of Counseling, Educational Psychology, and Foundations. She received a PhD from The University of Mississippi in Counselor Education and Supervision. Dr. Justice has over 25 years of experience in teaching, counseling, group and therapy work with children, adolescents, and adults in a variety of settings. She has worked extensively in mental health, criminal justice, non-profit, schools, and social justice settings. Her research interests focus on group work, advocacy, and social justice. She is skilled in qualitative, quantitative, and mixed-method research. Dr. Justice has been a speaker, presenter, and trainer at numerous state, national, and international conferences and seminars. Dr. Justice is an active member of the American Counseling Association (ACA), American School Counselors Association (ASCA), Association for Counselor Education and Supervision (ACES), Association for Specialist in Group Work (ASGW), Association for Multicultural Counseling and Development (AMCD), Southern Association for Counselor Education and Supervision (SACES), Mississippi Counselor Association (MCA), and Chi Sigma Iota (CSI).



**CHERYL P. WOLF**

Dr. Cheryl Pence Wolf joined Western Kentucky University as an Assistant Professor in 2014. She teaches graduate-level counseling courses including group counseling, clinical group supervision, professional identity and ethics, and a series of career-related courses. She also serves as the Counseling Clinical Coordinator for student internship placements, Program Co-Coordinator of the College and Career Readiness (CCR) Certificate, and the Outreach & Development Coordinator for the department. She has led several quantitative and qualitative studies, funded grants, presentations, and publications related to her primary research interests: wellness and self-care, multicultural spirituality, and career development.



**CHIQUITA LONG HOLMES**

Chiquita Long Holmes is a graduate of the University of Southern Mississippi where she earned a Bachelor of Science Degree in Psychology and later a Master of Science Degree in Counseling Psychology from Tennessee State University in Nashville. She is currently a doctoral student at Mississippi State University pursuing a terminal degree in Counselor Education and Supervision. Chiquita has over 15 years of clinical, supervision, and administrative expertise in the area of mental health. She has worked in a variety of small and large group settings, including inpatient/outpatient mental health, crisis intervention, trauma, and the treatment of substance use disorders. Additionally, Chiquita is a doctoral teaching assistant and has instructional experience in clinical supervision, crisis intervention, and group facilitation. She is a member of several professional organizations. A brief list includes, American Counseling Association, Association for Counselor Education and Supervision, Association for Specialist in Group Work, Counselors for Social Justice, and Chi Sigma Iota.



## PRESENTERS



**CHRISTIAN CHAN**

Christian D. Chan, PhD, NCC, is an Assistant Professor of Counseling at Idaho State University and President-Elect for the Association for Adult Development and Aging (AADA). His interests revolve around intersectionality of cultural and social identity; multiculturalism in counseling, supervision, and counselor education; social justice; career development; critical research methods; acculturative stress; intergenerational conflict; and cultural factors in identity development and socialization. His prior professional experiences include case management with foster care adolescents, career development, higher education administration, intensive outpatient counseling, and outpatient counseling, providing individual, couples, parent-child, group, and family counseling services. He is particularly dedicated to mentorship for current and future professionals and leaders in counseling and counselor education. He actively contributes to peer-reviewed publications in journals, books, and edited volumes and over 115 refereed presentations at the national, regional, and state levels.



**CHRISTINE SUNITI BHAT**

Dr. Christine Suniti Bhat (Chris) is a professor of Counselor Education at Ohio University. She served as ASGW President during 2017- 2018, and has a long history of service and scholarship with ASGW, including sustained service as a reviewer for JSGW. Chris has previously served as treasurer of Chi Sigma Iota, Counseling Academic and Professional Honor Society, and President of the Ohio Counseling Association. In addition to experience in academia in the USA, Chris has extensive international experience as an educator, counselor, and psychologist in Australia and India. Her scholarship in recent years has focused on group counseling, integrated care, and cyberbullying prevention. Chris is a licensed professional counselor and school counselor in Ohio. She was primary investigator on a multi-year federal grant focused on building competence in integrated care among counseling trainees.



**CHRISTOPHER MCCARTHY**

Christopher J. McCarthy is a professor in the Department of Educational Psychology at the University of Texas at Austin. His professional specialization is in Counselor Education and Counseling Psychology and his research focuses on group interventions, wellness, and the identification of psychological resources that prevent stress. Dr. McCarthy's current scholarly focus is on researching factors that cause stress for K - 12 teachers and developing group interventions that help teachers thrive.

## PRESENTERS



**CORINNA M. COSTELLO**

Corinna Costello PhD, LPCS, LCPC, ATR-BC has been a licensed counselor and registered/board certified art therapist for 20 years. She earned her PhD in Counselor Education and Supervision in 2015 and earned her Masters of Art in Art Therapy from the School of the Art Institute of Chicago in 1994. Corinna is a clinical lecturer and core faculty for the Counseling@Northwestern University and her current research is focused on training master's level counselors and various strength-based approaches to building resiliency level. She currently serves as the President of the LPCANC, the state of North Carolina's AMHCA chapter.

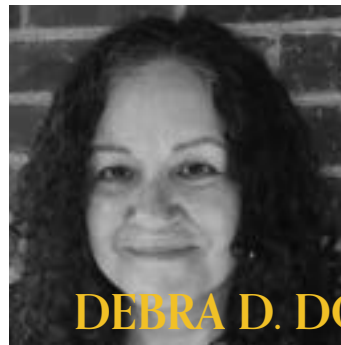


**DANIEL DOSAL - TERMINEL**

Daniel Dosal - Terminel is student in the master of arts in counseling program at St. Edward's University. He is currently finishing his degree as a licensed professional counselor. He received his bachelor's in psychology from the University of Texas at Austin. He has worked with clients from individuals, children & adolescents, families, couples, and groups. He is primarily interested in working with Latino youth identity development and the effects of biculturalism. As an immigrant, he offers counseling in Spanish and works to provide mental health services to the Latino population. Mr. Dosal - Terminel also enjoys teaching, research, education, and advocates for social justice for minority populations in the United States.

## CRISTALIS CAPIELO ROSARIO

Dr. Cristalis Capielo Rosario holds a master's degree in mental health counseling and a doctorate degree in counseling psychology. She is an assistant professor in the Counseling and Counseling Psychology Department at Arizona State University. Her research and clinical interests focus on Puerto Rican mental health disparities, cultural and political determinants of Puerto Ricans mental health disparities, and culturally informed counseling and psychotherapy with Puerto Ricans and Latinxs. Dr. Capielo Rosario teaches courses in clinical assessment, multicultural counseling, and counseling Latinx communities. She has also has vast experience in group counseling and has received extensive training and supervision in group work.



**DEBRA D. DOMENECH**

Dr. Debra D. Domenech is the Associate Director for Postdoctoral Training at Columbia University's Counseling and Psychological Services, a part of Columbia Health. She joined Columbia Health in 2001. Prior to Columbia, she was a Supervising Psychologist and Clinical Instructor at St. Luke's-Roosevelt Hospital Center. In addition to her degrees from Fordham University and from the City University of New York, she completed advanced training at New York University Postdoctoral Program where she obtained a Certificate in Psychotherapy and Psychoanalysis. She has taught undergraduate and graduate courses in psychology. Dr. Domenech's professional interests include psychoanalytically oriented psychotherapy, cultural diversity issues, bereavement, treatment of affective disorders and couple's therapy. Dr. Domenech also has a private practice New York.

## PRESENTERS



**DELINI M. FERNANDO**

Delini Fernando, Ph.D., LPC-S is an Associate Professor in the Clinical Professional Counseling program, at the University of Oklahoma. She is known and respected nationally and internationally. Her research agenda focuses on best practices in clinical supervision and group work with a recent focus on international group work and disaster counseling. Dr. Fernando has numerous publications in the most rigorous journals of the counseling profession. She is a co-author of *The Professional Counselor* (4th Ed.) (ACA, 2010), an award-winning and 35 year landmark ACA book on counselor preparation, counselor work behaviors and student learning outcomes. She regularly presents at learned society conferences at the state, regional, national, and international levels. Dr. Fernando primarily teaches group work, counselor supervision, family, and basic and advanced counseling skills and techniques. She continues to serve in the editorial boards of the *Journal for Specialists in Group Work*, and *Counseling and Values*, and recently joined the editorial board of *Journal of Creativity in Mental Health*.



**DEVIKA DIBYA CHOUDHURI**

Devika Dibya Choudhuri is a faculty member in the Counseling Program at Eastern Michigan University in Ypsilanti, MI. She completed her undergraduate work at Smith College, her MS in Counseling from the University of Vermont and her PhD in Counselor Education and Supervision from Syracuse University. She currently serves as the Chair of the President's Commission for Diversity & Inclusion at Eastern Michigan University, and has been working on issues of diversity, equity, and inclusion for much of her professional life.

She is a licensed professional counselor in Michigan and Connecticut with over 20 years of experience working with clients individually, as well as in couples, families, and groups. Clinically, she specializes in cross cultural and diversity issues, as well as trauma, assault and abuse, working with refugee populations, sexual assault and abuse survivors, and immigrant and multicultural populations. She is also a certified coach, consultant, and frequent presenter on cultural competence, diversity and ethical issues. She teaches courses such as cross cultural counseling, advanced multicultural counseling, counseling skills, group work, crisis and trauma, couple and family, and counseling women and LGBTQ populations.

Dibya Choudhuri has over 50 presentations and publications focused on the areas of multicultural client issues, counselor supervision and pedagogy. She has published a textbook on multicultural counseling, and edited a set of 8 monographs in the series. She serves on the editorial boards of several peer-reviewed journals in the field of counseling and psychology. She carries the National Certified Counselor and Certified Clinical Mental Health Counselor credentials as well as the Approved Clinical Supervisor. Professionally, she has served in leadership positions in state and national counseling organizations, as well as serving on the National Board of Certified Counselors both as

## PRESENTERS

### DHAVALKUMAR S. PATEL

Dhavalkumar S. Patel is a doctoral student who, as a MS student, designed a group for Southern Asian and Asian-American college students to adjust to college. The group used different poems each session to explore different themes related to college success -- from time management to microaggressions to culture shock to resilience and beyond. Mr. Patel co-led a career decision making group in which he introduced poetry and has facilitated a T-Group using poetry in many forms.

### DIANA ESTRADA

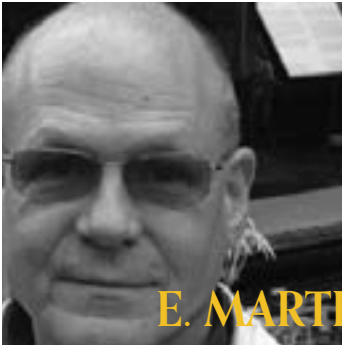
Diana Estrada has extensive background in drama, acting, literature, psychodrama, and outreach to children as well as adolescents in crisis.



JOAN LOOBY

Dr. Joan Looby is a Professor of Counseling and Coordinator of the Clinical Mental Health Counseling program in the Department of Counseling, Educational Psychology and Foundations at Mississippi State University. She has been a faculty member at MSU for over twenty years, and she also served as Assistant Dean in the College of Education. Dr. Looby's publication record includes authoring a textbook on multicultural counseling, numerous publications in refereed journals, book chapters, research reports training manuals and conference proceedings. Dr. Looby has presented at numerous international, national, state, and local conferences. Her research interests include diversity issues, eating disorders, spirituality, trauma and sexual abuse, blindness rehabilitation, and counseling internationally. She has served on a number of editorial boards including Counseling and Values, Journal of Counseling and Development, Journal of Humanistic Education and Development and Counselor Education and Supervision. She is also an active member of several divisions of ACA.

## PRESENTERS



**E. MARTIN WALKER**

E. Martin Walker, PhD, grew up in 7 countries mostly in Latin America. After volunteering in community development in South Asia, he has 35 experience as a psychoanalytic, family and group psychotherapist in New York and New Jersey. As an organizational consultant trained at the William Alanson White Institute, his work as ranged from hi tech startups, to public housing, as well as social trauma relief on Vieques, Puerto Rico, immediately after Hurricane Maria. His current psychotherapy practice incorporates evidenced based treatments with contemporary psychoanalytic practices and body/mind perspectives drawn from world wisdom traditions. A longtime colleague and working partner of Social Dreaming developer, Gordon Lawrence, he has contributed to the evolution of the facilitator role and to expanding the presence of socialdreaming.com. He is currently focusing on the development of social dreaming across Latin America.



**EDIL TORRES RIVERA**

Dr. Edil Torres Rivera is trained by disaster relief by the Red Cross, Green Cross, and Counselor without Borders. Additionally, he participated in the disaster relief effort of the mud slides in Guatemala in 2011.



**EDUVIGIS CRUZ-ARRIETA**

Dr. Eduvigis Cruz-Arrieta is a licensed Clinical Psychologist with 20+ years of experience in health psychology. In addition to her private practice, she is also an Adjunct Associate Professor of medical psychology at the Sophie Davis CUNY School of Medicine; and supervising psychologist at Columbia Health Counseling & Psychological Services at Columbia University. She has been dedicated to providing quality care to underserved communities in NYC since 1988. During her tenure at CUMC Pediatric Hem./Oncology/ Blood & Marrow Transplantation service, she was the first behavioral scientist appointed Chair of the Diversity & Health Disparities Committee of the Children's Oncology Group (a NIH/NCI grant funded consortium). Dr. Cruz-Arrieta is a magna cum laude alumna from the University of Puerto Rico (BA; M.A. in Clinical Psychology). She was an intern and pre-doctoral fellow at NYU/ Bellevue Hosp. Clinical Psychology Internship program, and received her doctorate from City College -C.U.N.Y. Graduate School & University Center. Her expertise and interests includes mood disorders, chronic & terminal illness, health psychology, trauma and post-traumatic stress, life transitions, multicultural concerns, as well as diversity and health disparity-related issues, complementary medicine , and psychology and the arts.

Originally from Puerto Rico, Spanish is her first language. There, she retired from professional classical ballet dancing and serving as an educator with Ballets de San Juan. Eduvigis believes in people's capacity for continuous change and renewal, as they identify and fortify their inner strengths: We are none of us just one thing. I bring my experiences as a woman, a bilingual emigrant with a multicultural inheritance, a dancer, and a seasoned psychotherapist to my work with clients. My appreciation of multiple roles, allegiances, and identities held in harmony and in tension with one another enriches my understanding of the people who choose to work with me. I know how hard life in any city can be. I know too how transformative it can be, to be truly heard and understood in all one's complexity.



## PRESENTERS



**EMI LENES**

Emi Lenés, PhD, LMHC, LMFT, is an approved supervisor for registered interns. She is a faculty member at the University of Florida Counseling and Wellness Center and is currently providing group, individual and couples counseling for college students. For over 15 years, Emi has been facilitating groups on topics such as: creativity in healing, trauma, multiculturalism, mindfulness, and bereavement.

She has led groups at an in-patient hospital, and also for over a decade an alternative school for under-supported adolescent girls. She co-authored multiple publications related to group work and has been attending ASGW conferences since 2008.



**EMILY DONALD**

Emily Donald is an assistant professor in the counseling program at East Tennessee State University. She has a master's in community counseling and a PhD in counseling from the University of North Carolina at Charlotte, where her studies included a focus on multicultural issues in counseling. Emily is a registered play therapist, approved clinical supervisor, national certified counselor, and licensed professional counselor supervisor in North Carolina. Prior to moving into the world of counselor education, Emily worked in an agency setting serving clients ages three and up who presented with a variety of concerns. Emily focuses much of her work on supporting students learning to work with children, adolescents, and their caregivers, and this is evident in her teaching, research, and presentation history. Overall, her research interests include: play therapy and work with caregivers of children, supervision and teaching, and multiculturalism and social justice.

## EMILY PLAYFAIR

Emily Playfair is a doctoral student in Counseling Psychology in the Department of Educational Psychology at the University of Texas at Austin.

## EMILY SKUDRZYK

Emily Skudrzyk has extensive background in drama, acting, literature, psychodrama, and outreach to children as well as adolescents in crisis.

## PRESENTERS



**EMMA KENDRICK**

Dr. Emma L. Kendrick is currently an Associate Professor in the Graduate Counseling program, at Caldwell University. Dr. Kendrick joined Caldwell in the fall of 2012 and teaches graduate courses specifically focused on clinical mental health counseling. In addition to teaching, she also serves as the Program Coordinator for the Graduate Counseling program, in the School of Psychology and Counseling. In her time at Caldwell, Dr. Kendrick has been honored with the "Dream Catcher" and "Graduate Faculty Mentorship" awards, both recognizing her ongoing commitment to counselor education. Dr. Kendrick is fully certified as a Licensed Professional Counselor (LPC) in New Jersey, and also holds the national certification of Approved Clinical Supervisor (ACS). Her research interests surround counselor competency, counselor screening/selection (in graduate admissions process), and counselor education pedagogy. Dr. Kendrick uses her research to provide workshops throughout the local community, in addition to presenting regularly at national and international conferences.



**GEORGE BERMUDEZ**

George Bermudez, Ph.D., Psy.D. is a Psychologist/ Psychoanalyst,; Training & Supervising Psychoanalyst at the Institute of Contemporary Psychoanalysis-Los Angeles; Core Faculty & Director of the Child /Family Studies Specialization at Antioch University- Los Angeles (AULA). Dr. Bermudez was Founding Director of Doctoral Clinical Psychology Internship Training at Children's Institute, Inc., an APA Accredited Internship, applying and integrating the principles of community psychoanalysis with evidence-based practice and multiculturalism. Dr. Bermudez has presented on social dreaming, the social unconscious, and collective trauma at regional, national, and international professional conferences. Author of the recent article, The Social Dreaming Matrix as a Container for the Processing of Implicit Racial Bias and Collective Racial Trauma (International Journal of Group Psychotherapy, 2018), Dr. Bermudez is in the process of contributing a chapter on social dreaming and racial battle fatigue for an upcoming Handbook of Contemporary Developments in Large Group Processes (Editor: Earl Hopper; Publisher: Routledge).

## PRESENTERS



**GEORGE MCMAHON**

George McMahon is an Assistant Professor at the University of Georgia in the Department of Counseling and Human Development Services in the College of Education, where he serves as program coordinator for the MEd/EdS program in school counseling, the EdS program in school counseling, and the PhD program in counselor education and supervision. George has published and presented in the areas of school counselor leadership, group work, and privilege and advocacy. Most recently, George developed and has published. The Ecological Model of School Counseling, a new paradigm for envisioning school counseling practice and preparation. He has served on the editorial board of the Journal for Specialists in Group Work, and as an Associate Editor for Professional School Counseling since 2014. Dr. McMahon is also a Fellow with the Ronald H. Frederickson Center for School Counseling Outcome Research and Evaluation. George earned his Ph.D. from The University of Georgia and his M.Ed. from The University of Virginia. Prior to becoming a school counselor educator, George was an elementary and middle school counselor in his hometown of New Orleans, LA.



**HEATHER UPHOLD**

Heather Uphold, MA is a current second year doctoral student in the Counselor Education and Supervision program at Indiana University of Pennsylvania. She is also the wife of a combat veteran and 22 year retiree who served 6 deployments from 2003-2011 in Iraq as part of Operation Iraqi Freedom. She has been working as a counselor in Pennsylvania since 2010 and has her master's degree in Clinical Mental Health Counseling. Heather's counseling experience includes work with homeless, dual-diagnosed veterans and their successful reintegration into the civilian world. She is currently the Secretary/Treasurer for the PA Military and Government Counseling Association and serves as Vice President of the Board of Directors for Canyon Heroes, a non-profit serving combat veterans through adventure-based white water rafting trips.



**HEATHER TREPAL**

Heather Trepal, Ph.D., LPC-S (TX) is a Professor and Coordinator of the Clinical Mental Health Counseling program in the Department of Counseling at the University of Texas at San Antonio. Dr. Trepal has served as President of the Association for Counselor Education and Supervision (ACES) and the Association for Creativity in Counseling (ACC), both divisions of the American Counseling Association (ACA). Her research and publications focus on professional advocacy, women's issues, gender based violence, self-injurious behavior, bilingual counselor supervision and training, integrated behavioral healthcare, and Relational-Cultural Theory. She is the 2019-2020 President of the American Counseling Association.



## PRESENTERS



**JACQUELINE SWANK**

Dr. Jacqueline Swank is an associate professor of counselor education at the University of Florida. She is a licensed mental health counselor, licensed clinical social worker, and registered play therapist supervisor. She has experience working with children and adolescents and their families in various counseling settings including outpatient, day treatment, inpatient, and residential. Her research interests including play and nature-based interventions for children and adolescents to promote healthy growth and development and academic success, assessment, intervention-based research, counselor and counselor educator development, and counseling in international settings.



**JILL HOWLETT**

Jill Howlett has worked for 19 years in the area of child maltreatment and victim advocacy. Jill was employed by the Davidson County District Attorney General's Office in Victim Witness Services as a Victim Advocate. While in that role, Jill helped victims of violent crime navigate the criminal justice system, while advocating for those victims' rights in court. Jill was assigned to the Domestic Violence Division, where she assisted children who witnessed violence in their home and prepared those children to testify in court. She was also part of the Juvenile Court team, advocating for child sexual abuse victims, who were victims of juvenile offenders. Jill lastly was a part of the Child Abuse Unit, which prosecuted child sexual and physical abuse cases. Jill was involved in preparing child witnesses for approximately 40 jury trials. While at the prosecutor's office, Jill was part of the Child Protective Investigative Team which reviewed all reported cases of abuse or neglect for substantiation. Jill has worked for the Our Kids Center as a forensic social worker since 2011 participating in Forensic Medical Evaluations of children with concerns of sexual abuse. Jill has evaluated approximately 1800 children at the Our Kids Center. Jill speaks regularly about Child Sexual Abuse.

Jill earned her Bachelors of Social Work at Belmont University in 1999, and her Masters of Social Work from the University of Tennessee in 2000. Jill is a Licensed Clinical Social Worker and is a member of the American Professional Society on the Abuse of Children.



**JASMINE ATAGA**

## **JETZA MORALES-PASTRANA**

Jetza Morales-Pastrana is a Licensed Professional Counselor and a Certified Counselor Supervisor with over 15 years of experience of individual and group counseling with children and adults. She is also a certified in Dancing Mindfulness and Traumatic Incident Reduction. Ms. Morales Pastrana has also received extensive training and supervision in therapeutic expressive arts. She also facilitates conferences and training in trauma-informed and mindfulness group and individual counseling.

## PRESENTERS

### JONATHAN H. OHRT

Jonathan H. Ohrt, is currently an associate professor and counselor education program coordinator at the University of South Carolina. His research interests include group work, wellness, and behavioral health for "at-risk" youth. He is currently Co-PI on a federally funded project to prepare school counselors to work with students diagnosed with emotional and behavioral disorders. He is currently an associate editor for the Journal for Specialists in Group Work and is a previous recipient of the Professional Advancement Award through the Association for Specialists in Group Work.



KARA IEVA

Dr. Kara Ieva is currently an Associate Professor in the Counseling in Educational Settings program at Rowan University. Kara's areas of research interest include counseling children and adolescent of underserved populations regarding college and career readiness, social emotional development, and group counseling. She has recently focused on addressing the behavioral and mental health needs of all students in schools. Kara has held leadership positions for the Association of Specialists in Group Work (ASGW), the New Jersey School Counselor Association (NJSCA), and the New Jersey Association for Counselor Educators and Supervision (NJACES). She is also on the editorial review board for Professional School Counselor Journal published by the American School Counselor Association (ASCA). She was the recipient of the the North Atlantic Region of Counselor Education and Supervision (NARACES) Marijane Fall Counselor Educator of the Year Award (2019) and the Research Article of the Year Award (2011) by the American Counseling Association (ACA), the NARACES Social Justice Award (2014), the NARACES Emerging Leader Award (2012). Further, she was the principal investigator and project director for the Rowan University Aim High Science and Technology Academies (grant funded; \$998,259), that aided first generation and low-income college students access and preparation for post-secondary education in STEM. This grant resulted in her serving as the Director of Student Services for the Rowan University STEAM Academy. She currently serves as a Co-Pi on a grant from the Forman S. Acton Educational Foundation (\$292,599) to evaluate funded college access programs.



JULIE K. GARSON

Julie is a licensed clinical psychologist at the Center for Counseling and Student Development at the University of Delaware. She is also a registered yoga teacher. Julie regularly facilitates structured therapy skills groups on a number of topics.

### JULIETA-LEITNER MONTEIRO

Julieta-Leitner Monteiro has extensive background in drama, acting, literature, psychodrama, and outreach to children as well as adolescents in crisis.

### JUSTINE EVANS

Justine Evans has extensive background in drama, acting, literature, psychodrama, and outreach to children as well as adolescents in crisis.

## PRESENTERS



**KATHY YBANEZ-LLORENTE**

Dr. Kathy Ybanez-Llorente is a Program Coordinator and Associate Professor at Texas State University. She is a licensed professional counselor and board approved supervisor in Texas and has worked with children, adolescents, and families in community agencies, private practice, and inpatient psychiatric settings providing individual, group, and family counseling. Her scholarly interests include clinical and multicultural supervision, ethics, advocacy, professional identity and licensure issues. Dr. Ybanez-Llorente has been a counselor educator for 15 years, and has served on tenure and promotion committees, as well as an external reviewer for tenure and promotion applicants. Dr. Ybanez-Llorente has chaired the American Counseling Association's Ethics Committee and Professional Standards Committee, and served as President of the Texas Association for Counselor Education and Supervision. She currently serves as the Parliamentarian for the ACA Governing Council and Executive Council, as well as the Treasurer for ASGW.



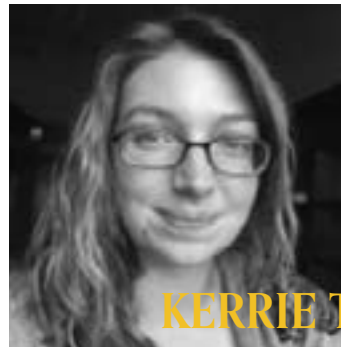
**KATY SCHROEDER**

Dr. Katy Schroeder is an Assistant Professor within the cross disciplinary Companion Animal Science program in the Department of Animal and Food Sciences at Texas Tech University. Dr. Schroeder currently serves as Chair of the ASGW Research Committee. She has been a member of the Association for Specialists in Group Work since 2013 and previous recipient of the ASGW Peg Carroll and Barbara Gazda scholarships. Dr. Schroeder received her Ph.D. and Master's degrees in Counseling from Oregon State University and is a National Certified Counselor with the NBCC, as well as an LPC Intern with the State of Texas. She currently directs the Equine-Assisted Counseling and Wellness Research Lab, where she specializes in equine-assisted group therapy intervention development and outcome research. Dr. Schroeder has previously presented research on equine-assisted group work at national conferences and published in refereed academic journals. Her current research efforts involve interdisciplinary collaborations with animal scientists and exercise physiologists to explore human and equine outcomes in equine-assisted group interventions.

## PRESENTERS

### KENDRA L JACKSON

Dr. Kendra Jackson, PhD., LPC, LPSC, NCC is an assistant professor at Grand Rapids Theological Seminary of Cornerstone University in Grand Rapids, Michigan. Dr. Jackson also engages in clinical practice, working with diverse populations to address the mental health needs of clients. Through her practice and teaching, she utilizes strengths and unique qualities of her clients to provide a multicultural framework that encompasses creative modalities in order to facilitate healing and growth. The co-presenter provides individual and group counseling services as well as engages in research to increase acquisition of skills, knowledge, and to expand the knowledge of other counseling professionals on how to utilize various expressive and experiential modalities while working with multicultural populations.



KERRIE TAYLOR

Dr. Kerrie Taylor is an assistant professor of counseling at St. Edward's University and a licensed professional counselor. She received her M.A. in Marriage and Family Therapy from the University of Central Florida and her Ph.D. in Counselor Education from Idaho State University. She has worked with clients across the life span, while specializing in counseling adults with severe and persistent mental illness who are involved with the criminal justice system and adults with co-occurring disorders. Dr. Taylor also enjoys collaborating with interdisciplinary professionals for research, education, and advocacy efforts.



KEVIN A. FALL

Kevin A. Fall, Ph.D. is Professor and Chair of the Counseling, Leadership, Adult Education and School Psychology department at Texas State University. He has published numerous books and journal articles on the topics of group counseling and has taught and facilitated group counseling for over twenty years. He is the 2002 recipient of the ASGW Group Practice Award and the 2014 recipient of the ASGW Professional Advancement Award.

## PRESENTERS



**KEVIN MERIDETH**

Kevin Merideth is a licensed professional counselor with eight years of clinical experience in providing individual, group, and family counseling. He received his degree in Counselor Education from Mississippi State University in 2011, and spent six years providing therapy for a community organization in Tennessee, where he obtained his professional license. Kevin has spent the past two years working as a staff counselor for Mississippi State University's Student Counseling Services, and is currently a doctoral student in the university's counseling program. Kevin has extensive experience working with trauma and traumatic grief, anxiety, depression, suicidality, and identity development.



**KIMBERLY A. HART**

Dr. Kimberly A. Hart is a passionate counselor, counselor educator, and advocate for authentic multicultural consciousness. In philosophy and practice, Dr. Hart aims to facilitate reflective engagement in genuine multicultural awareness and knowledge. Dr. Hart has an emerging agenda of research focused on inclusive practices in professional communities, compassionate and conscious social justice, experiential pedagogy, and mindful group facilitation. Dr. Hart's scholarly work includes annual presentations at the local, regional and national level. Dr. Hart is a servant leader invested in supporting professional counselors across all specializations of practice.



**KIM LEE HUGHES**

Dr. Kim Lee Hughes serves as the President-Elect for the Association of Multicultural Counseling & Development (AMCD). She is an Assistant Professor in the department of Mental Health Counseling at Clark Atlanta University. Dr. Lee Hughes' research centers on the expansion of social justice and cultural responsiveness within counseling and related professions. More specifically, her research focuses on women of color across the lifespan, the impact and efficacy of group practices based on positionality, women in leadership, collaboration in counselor education, queer couples, and qualitative methodology. She has published and presented in each of these domains. Dr. Lee Hughes' clinical work is largely informed by womanist, relational-cultural and postmodern theory.



**KIMBERLY K. ASNER-SELF**

Kimberly K. Asner-Self has been a group facilitator and counselor educator for over 20 years. She has published about using poetry in groups with multilingual immigrants and refugees whose only common language is snippets of English. She has presented on use of Poetry in groups in the US, in Japan, and in Malaysia.

## PRESENTERS

### KYLA CUMMINGS

Kyla Cummings is a master's student in the clinical professional counseling program at the University of Oklahoma. She is a graduate assistant at the Center for Psychological Resources for OU student athletes and a counseling intern at Moore Youth and Family Services. She completed her undergraduate degree at West Texas A&M University and received her alternative teaching certification whereupon she taught secondary science courses for four years before pursuing her graduate degree full-time. Her academic interests include cognitive-behavioral therapy and the social-emotional development of adolescents.



**LAURA M. SCHMULDT**

Dr. Laura Schmuldt is an Associate Professor in the School of Counseling at the University of the Cumberlands and a private practice clinician. She regularly teaches graduate Group Counseling courses. She draws from her training in Dialectical Behavior Therapy, Acceptance and Commitment Therapy and EMDR in providing group counseling to those who are impacted by crisis, trauma and disaster. She has presented and published on therapeutic documentation in group at the state, national and international levels.

### LAUREN ROBERTS

Lauren Roberts has extensive background in drama, acting, literature, psychodrama, and outreach to children as well as adolescents in crisis.



**LAUREN SHURE**

Lauren Shure is currently an Associate Professor of Counseling at Barry University, as well as the MS in Counseling Program Director. Dr. Shure holds a B.S. in psychology, M.Ed. and Ed.S. in marriage and family counseling, and Ph.D. in counselor education with a specialization in clinical mental health counseling from the University of Florida. She is a Licensed Mental Health Counselor in Florida with extensive experience in crisis intervention and the treatment of trauma. Her professional interests include multicultural training and supervision, issues of educational equity and anti-bias education, resilience in LGBTQ youth and family adjustment following a youth's disclosure of a diverse affectual or gender identity.



## PRESENTERS



**LEELA EHRHART**

Leela Ehrhart is a Certified Experiential Therapist (CET I), and graduate of Rosemont College's masters degree in Counseling Psychology (MA) with concentrations in both addiction treatment and trauma treatment. Leela is in the process of completing her EMDR practitioner certification and has been in Psychodrama training since the fall of 2018. She completed a field placement at Mirmont Treatment Center, a residential addiction treatment facility. Her focus while there has been on working to treat the underlying trauma that so often fuels addiction, using Psychodrama, EMDR, and other experiential and creative arts therapies. Leela has always been drawn to the creative arts, making music for as long as she can remember, and working for many years as a jewelry designer and maker before entering the field of counseling. Her passion for the healing power of the creative arts helps fuel her passion for the experiential therapy modalities she uses in her work today.



**LINDA R. SHAW**

Dr. Linda R. Shaw is the Director of the Doctoral Program in Counselor Education and Supervision and a Professor in the master's program in Counseling at the University of Arizona, where she teaches classes in both group counseling and ethics. Prior to earning her PhD in 1990 she worked for over a decade in various counseling and administrative roles, including rehabilitation counseling, mental health counseling, and TBI rehabilitation administration. She served as a member of the American Counseling Association (ACA) Ethics Revision Task Force for the 2014 ACA Code of Ethics revision and as the Chair of the CRCC Code of Ethics Revision Task Force for the 2017 revision to the Professional Code of Ethics for Rehabilitation Counselors. Dr. Shaw also served as Vice-Chair of the Commission on Rehabilitation Counselor Certification (CRCC) and as chair of the Ethics Committee for CRCC. She has presented, both nationally and internationally on counseling ethics and on groupwork with people with disabilities. She is a past-president of the American Rehabilitation Counseling Association and the Council on Rehabilitation Education. Dr. Shaw's research focuses on disability human rights, rehabilitation ethics, professional issues in rehabilitation counseling and groupwork. She has published and presented widely on issues related to ethical behavior, professional practice and professional issues in rehabilitation counseling, including a co-authored book, entitled *Disability and Group Counseling*, published by the ACA Press.



**LINDA OUELLETTE**

The presenter is a counselor educator and a licensed mental health counselor and marriage and family therapist. The presenter is a Red Cross Disaster Mental Health Services responder and a EMDR certified counselor. The presenter has trained counselors in trauma treatment and disaster mental health response nationally and internationally. The presenter is trained in mind body treatments, including hatha yoga, yoga therapy, and trauma informed yoga.

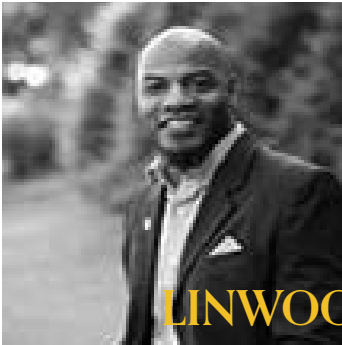
## PRESENTERS



Lindsey Donald completed her Master of Science degree in Clinical Mental Health Counseling at Mississippi State University. She is currently enrolled as a doctoral student in the Counselor Education and Supervision program at MSU. Her clinical experience includes working with college age students and student athletes at MSU's Student Counseling Center. Her clinical interest includes trauma, PTSD, and identity development. Her primary theoretical orientation is cognitive-behavioral therapy.



Loidaly M. González-Rosario is a professional school counselor who has worked in the elementary schools in South Florida. As a school counselor, her primary modality was play therapy. She is National Certified Counselor and holds her school counselor certificate with the state of Florida. Currently, Loidaly is a 2nd year doctoral student at the University of Tennessee, Knoxville where she teaches, supervises, and conducts research for the counseling department. She actively works alongside local Hispanic serving organizations in order to promote wellness, mental health access, and post-secondary access to Hispanic and Latinx families. She utilizes play therapy in her work with local agencies and has participated in panels for the utilization of play therapy in schools. Her research interests include mental health in schools and play therapy in schools and Hispanic/Latinx students. Loidaly also currently serves as Florida's Association for Multicultural Counseling and Development's Diversity within School Systems Concerns Chairperson. Loidaly experienced the effects of natural disasters on her own family during the Hurricane Maria crisis in Puerto Rico, she is excited to join ASGW in supporting recovery for her patria.



Linwood G. Vereen is an Associate Professor at Shippensburg University of Pennsylvania. He has served as an ad-hoc reviewer for the Journal of Specialists in Group work and is a longstanding member of ACA and many of its divisions such as ASGW, and CSI. Linwood has served as a CSI Chapter Faculty Advisor, a CSI mentor, and as a member of the CSI Chapter Development Committee. Dr. Vereen is currently the editor of the Journal of Humanistic Counseling and his current scholarship is grounded in group worker training, humanistic counseling, and youth mental health first aid.



## PRESENTERS



**LORRAINE J. GUTH**

Dr. Lorraine J. Guth is currently a Professor in the Department of Counseling at Indiana University of Pennsylvania (IUP). She is a National Certified Counselor (NCC) and licensed professional counselor. Dr. Guth has worked in a variety of counseling settings at the national and international levels. Her professional interests include groups work, diversity, and international counseling. Dr. Guth has written/co-written numerous articles and book chapters and has presented at international, national, and regional professional conferences on these topics. She is currently the Chair of the ASGW Special Initiatives Committee that was responsible for creating the document titled "Ten Ways to Intentionally Use Group Work to Transform Hate, Facilitate Courageous Conversations, and Enhance Community Building." She also is a member of the research team that conducted this project in Puerto Rico.



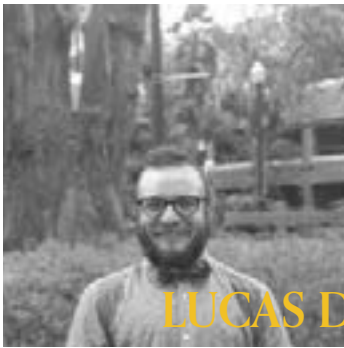
**LOURDES ARAUJO**

Lourdes Araujo, M.S., is a Registered Mental Health Counseling Intern. As a counselor, she assists students in identifying their presenting problems and provides practical strategies to help the students cope with stressful situations and to achieve their goals. She received her master's degree in Mental Health Counseling from Hodges University in April 2016. In 2015, she was honored to have earned the Student of the Year designation from her Mental Health Counseling Program at Hodges University. In 2017, her educational and prior therapeutic experience allowed her to work at Hodges's University to continue her passion for counseling. She provided mental health, career and disability counseling to all degree-seeking students including the (English as a Second Language (ESL) student population where

using her bilingual counseling skills were helpful to the students. Lourdes has over 15 years' experience in advocating for victims of domestic violence and other high lethality crimes. Her expertise includes working with children, adolescents, teens and families specifically victims of domestic violence, human trafficking, sexual abuse and post-traumatic stress disorder (PTSD) and Crisis Intervention certified through Collier County Sheriff's Office and National Alliance for Mental Illness (NAMI).

She has firsthand experience in working with multiple cultural and diverse backgrounds providing children and their families counseling and unique support. Lourdes is fluent in Spanish and provides counseling in both English and Spanish. Lourdes previously taught masters students in the Counseling Mental Health Program at Hodges University as an Assistant Professor. Her curriculum included a Trauma Course, Practicum, and Internship Level I, II, and III. She has an extensive professional development training background teaching law enforcement civilians and deputies as well as an in the private sector providing corporate training. Lourdes is currently pursuing her Ph.D. in Counseling, Education, and Supervision to continue her research in trauma. Lifelong goals include teaching in higher education and supervising future masters and doctoral students in the area of counseling and supervision. She is a member of the Gulf Coast Mental Health Counselors Association (Past Board Member- Professional Development), American Counseling Association (Member), Southwest Florida Chapter of the American Foundation of Suicide Prevention (Committee Member) and the chair for Professional Development in Chi Sigma Iota - Alpha Upsilon Sigma Chapter. On her days off, she volunteers working with the less fortunate providing food and supplies in support of the indigenous Hispanic population as well as victims of domestic violence and human trafficking. She also provides pro-bono counseling work to the elderly, low-income families, and violent crime victims in her community.

## PRESENTERS



Lucas DeMonte (he/him/his) is a queer, transgender Mental Health Counseling Masters student at the University of Florida. As the current Patient Advocate for the UF Youth Gender Program, he has assisted over 300 TNBGNC youth and young adults. He has consulted with multiple mental health and community agencies on TNBGNC and social justice issues. Lucas is also featured in the book *Unbound: Transgender Men and the Remaking of Identity* (Stein, 2018). His prior professional experiences include case management with teens on probation, serving as a victim advocate, and HIV testing and rural outreach in marginalized communities. When he isn't working or talking to everyone he sees, Lucas spends time tending to his orchids, accidentally trying to read multiple books at a time, and hiking with his dog. He is currently working on two potential publications and applying to Ph.D. programs. You can reach him by mentioning that there's free food at an event, or more reliably at [lucas.demonte@ufl.edu](mailto:lucas.demonte@ufl.edu).



Maria Jose Sotomayor is the Deputy Director of the Pennsylvania Immigration and Citizenship Coalition (PICC) a statewide immigrant advocacy coalition for immigrants, refugees and new Americans. Maria is an expert in Education Justice, she often collaborates with K-12 schools and universities across Pennsylvania providing training to better support the immigrant and refugee community in schools and advocates for more inclusive and supportive policies for the immigrant community. Her love for community organizing and leadership building has allowed her to support, engage and develop immigrant youth leadership across Pennsylvania through PICC's Youth Organizing Project. Maria has a close connection to the lived experiences of immigrants in the US, she was born in Ecuador and raised in Pennsylvania. She is a former DACA recipient, coming from a mixed-status family and community impacted by the current immigration system. Maria is a Master of Social Work Student at Bryn Mawr College Graduate School of Social Work and Social Research and has a BA in Psychology and minor in Communications from Neumann University. She is the recipient of many awards including the Social Justice Humanitarian Award at Bryn Mawr College. She also serves on the board of Centro de Apoyo Comunitario an immigrant woman led organization in Upper Darby, PA and La Puerta Abierta providing quality, culturally & trauma-informed, mental health access to the Latino, immigrant, and refugee community in Philadelphia.



Madeleine Stevens is a practicing licensed professional counselor in the state of Ohio. She is a second-year doctoral student at Ohio University in Counselor Education and Supervision, and she received her master's in counseling at Youngstown State University. Her goal is to serve as a tenure-track faculty after graduation in May 2021. She is engaged in group work and group work research, as well as clinical practice, teaching, and leadership. She has served on committees at the university, regional, state, and national levels and is engaged in independent scholarly research regarding school counseling, group work, counselor education, and supervision.

## PRESENTERS



**MARIAIMEE' "MARIA"  
GONZALEZ**

Mariaimee "Maria" Gonzalez, PhD, LPC, is senior core faculty in the Clinical Mental Health Counseling Program, member and faculty advisor of Chi Sigma Iota, and coordinator of the Multicultural Concentration at Antioch University - Seattle. She is currently the president of the Washington Counseling Association, member on the International Committee, and a member of Counselors for Social Justice. Maria was born in Puerto Rico and moved to the states at a young age. She is bicultural and has familia in Puerto Rico. Her current research focuses on female inmates, global mental health, survivors of human trafficking, and social justice and advocacy. She co-edited a new book for counselor educators titled, *Experiential Activities for Teaching Social Justice and Advocacy Competence in Counseling*. This book is intended to help counselor educators increase student awareness, knowledge, and skills. When in Puerto Rico, this Boricua loves to spend time with her familia, relax on the playa, eat flan de coco y bistec encebollado, dance salsa y Merengue, listen to the relaxing sounds of the coqui frogs and immerse herself in the culture.



**MARK NEWMAYER**

Dr. Newmeyer is a licensed professional clinical counselor and supervisor in Ohio and Virginia. He is a professional member of the American Counseling Association, which recognized his achievements by honoring him in 2004 as an Emerging Leader. Dr. Newmeyer is an active member of ASGW and also serves on the Editorial Board for *Measurement and Evaluation in Counseling and Development*. He enjoys running, including several marathons and recently a 50K.



**MATTHEW NICE**

Matthew L. Nice, MS, LPC, NCC is currently a visiting professor at Marywood University in Scranton, PA and a doctoral candidate in the dissertation phase of Duquesne University's counselor education and supervision Ph.D. program. He is a past Chi Sigma Iota (CSI) Leadership Fellow (2018-2019) and past vice-president of CSI Pi chapter and past president of CSI Delta Upsilon. During his presidency at CSI Delta Upsilon, his chapter was recognized with the 2018 Outstanding Chapter Award from CSI International. Matt is past president of the Pennsylvania Association for Specialists in Group Work (PASGW) and is serving on the 2020 ASGW Conference Committee. He previously worked in school settings in the Pittsburgh Public School District. His scholarly work is focused on cultural identity in emerging adults, school counselor college preparation, and leadership wellness.



**MATTHEW S. DAY**

Dr. Matthew S. Day has been a licensed mental health counselor and supervisor since 1997 (in Louisiana as a LPC and LPCS 1997- 2002 and since in Brooklyn and Queens, NY as an LMHC). He has served as a core faculty member and is tenured as an assistant professor at Queens College and his primary areas of research are group work, supervision, counselor self-efficacy. He emphasizes the use of reflective practice in his research, coursework and in supervision. Recently he has started to explore the Common Factors Discrimination model over multiple uses with Counselor Education students beyond simply supervision. He also has a small private practice in Brooklyn and primarily runs mindfulness groups as well as parent training groups in addition to working with couples.

## PRESENTERS

### MAURA DAUGHERTY

Maura Daugherty has extensive background in drama, acting, literature, psychodrama, and outreach to children as well as adolescents in crisis.



MAYTAL EYAL

Before attending UT, I received my Masters in Social Work at Tel Aviv University, with a specialized focus in Crisis and Trauma Studies. I had a number of opportunities to work with trauma populations in the Middle East, which ultimately inspired my interest in exploring the manifestations of stress and trauma, and associated intervention/prevention techniques. Currently, I am interested in developing trauma-informed intervention programs within schools that incorporate mind-body strategies (i.e., mindful movement and meditation).



MELISSA ALVARADO

Dr. Melissa Alvarado is an assistant professor of clinical mental health counseling at St. Edward's University. She is also a licensed professional counselor with supervisor status. She received her M.A. in Counseling from the University of Texas at San Antonio and her Ph.D. in Counselor Education and Supervision from Texas A&M University- Corpus Christi. Most of her clinical work has been with survivors of trauma. Her research interests include positive youth development, service learning within counselor education, and counselor self care.



MERCEDES MACHADO

Mercedes M. Machado is a Licensed Mental Health Counselor (LMHC) in Florida. She is a doctoral candidate in the Counseling and Counselor Education program at the University of Florida. Her clinical work is predominately with children and adolescents and their families. Her research interests include diversity issues in counseling and counselor education, social justice education, advocating for marginalized populations, and suicide prevention.

## PRESENTERS

### MICHELE PINELLAS

Michele Pinellas, M.Ed. is a Professional School Counselor in Tallahassee, Florida. She has worked in low-income schools for four years. She also has experience and expertise in dealing with trauma, substance abuse, suicide risk, child and adolescent social and emotional issues, and grief and loss. She was raised in Milwaukee, Wisconsin before relocating to Tallahassee, Florida to attend Florida A&M University. From this institution, Michele obtained a Bachelors in Psychology as well as her Masters in Counselor Education.

Michele is currently pursuing a doctorate in Counselor Education & Supervision at National Louis University and is a Registered Mental Health Counselor Intern in Florida.



MILES LOURENCO

Miles Lourenco is a Licensed Professional Counselor in the state of Texas. He is the clinical director of Serenity House Substance Use Treatment Facility. Miles has worked in the field of addiction for 6 years. He specializes in sandtray group work with trauma and addiction. Miles is the co-founder of Blue Swallow Counseling Innovations, an organization that trains, researches, and publishes on sandtray groups.



MISSY FAUSER

Dr. Missy Fauser, Ed.D., LMHC, ATR, is a professor at Capella University's School of Counseling and Behavioral Science. She has more than 15 years of experience as a mental health counselor and art therapist. Dr. Fauser has presented in the United States and internationally on topics related to trauma treatment, art therapy, and experiential learning. Her educational background includes an Ed.D. in Counselor Education and Supervision, a MA in Art Therapy, and a BA in Art and Psychology. Her professional interests include trauma treatment, art-based therapy, play therapy, sandplay therapy, experiential learning, and clinical supervision.



MÓNICA RODRÍGUEZ

Mónica Rodríguez is a Licensed Professional Counselor-Intern and National Board Certified Counselor in the state of Texas. She is currently a third-year doctoral student at the University of North Texas where her clinical specialty is working with adults, children, adolescence, groups, families, and communities living in the margins of society. As a result, in 2017 when Hurricane María struck the island of Puerto Rico, she joined two other play therapists in the disaster and crisis response efforts by providing disaster relief play therapy training in Spanish for Puerto Rican mental health professionals along with play therapy services for children in a rural community. Since then, Mónica continues to collaborate with mental health professional from Puerto Rico by providing play therapy education and consultation. Mónica is dedicated to creating awareness, promoting advocacy, and bridging the gap between counselors and clients through open dialogue and trust in the therapeutic relationship.



## PRESENTERS



**MYRANDA WARFIELD**

Myranda Warfield, M.Ed and NCC, is a doctoral student at the University of Florida's Counselor Education program. Part of her interests are the ecological impact of community in increasing wellbeing and mental health. Her cat, Misha, has had a great impact on her own self-care and wellbeing.



**NATOYA HILL HASKINS**

Dr. Natoya Hill Haskins is a faculty member at the College of William and Mary. Her expertise encompasses school counseling and family issues as well as effective cross cultural training experiences for students of color. Her research interests include students and faculty of color educational and professional supports, advocacy instrumentation, and the application of culturally responsive theoretical frameworks in training and counseling settings.



**NANCY JACKSON**

Nancy Jackson, MSW CTF, is certified in Technologies of Participation methods and a ToP mentor trainer. She trains hundreds of practitioners each year in ToP methods and chairs the ToP Network Curriculum Team. Nancy owns a facilitation company that focuses on ToP training and working with organizations and people in transition, where she uses ToP methods regularly.

## PRESENTERS



**NINA MEDYK**

Presenter is a doctoral student studying Counselor Education and Supervision at the University of Florida. She holds a Master's degree in Clinical Social Work, with experience working with children and adolescents in crisis, children with special needs, parents facing substance abuse, and counseling children in a medical setting. She has experience conducting individual, triadic, group, and live supervision with Master's level counseling students. Her research experience and interests lie in creative counseling interventions for children and adolescents, international counseling, mental health counseling in early childhood, and neurocounseling.



**PEITAO ZHU**

Peitao Zhu is a doctoral candidate in counseling and counselor education. Co-presenter 1's research interest follows the line of group work and pedagogical implications. Co-presenter 1 has received adequate training in conducting both qualitative and quantitative research.



**PEGGY CEBALLOS**

Dr. Peggy Ceballos is an Associate Professor at the University of North Texas. She is 2019-2020 President-Elect of Chi Sigma Iota. She has clinical experience in schools and in community settings. Her research agenda addresses culturally-responsive services with underserved youth in school settings with a specific focus on Latino populations. She has conducted over 60 professional presentations and she has been the recipient of 12 professional awards, including the 2016 TCA Advocacy Award, the 2012 Mary Thomas Burke Professional Award for being an exemplary mentor; the 2011 American Counseling Association (ACA) Best Practice Award for best research.

## PRESENTERS



**PRISCILLA ROSE PRASATH**

Dr. Priscilla Rose Prasath, Ph.D., LPC, NCC is an assistant professor at the University of Texas at San Antonio. Dr. Pris Prasath functions through the strengths-based Positive Psychological framework within Counseling and Supervision. Through her teaching and practice, she has encountered exciting evidence which suggests that practicing certain intentional, brief every-day activities enhance "happiness" and "well-being" longitudinally. She is an international counselor educator from a diverse background and has a passion for research and write on this topic of integrating various expressive and experiential modalities while working with multicultural groups. She has experience in the art of photography and has knowledge that is helpful in group counseling research methodology involving this tool.



**RACHEL CLAIR FRANKLIN**

Rachel-Clair Franklin is currently a Staff Counselor at Mississippi State University and has six years of college counseling experience. She enjoys working with clients who experience trauma, LGBTQ+ concerns, and relationship/peer conflict, among a vast array of other presenting concerns. She has experience working in home-based settings, acute and residential facilities for adolescents, and the university setting. Individual, Group, and Family counseling have all been a part of her related experience since graduating from Mississippi State University in 2011. She is also a Certified Health Education Specialist (CHES) and a Board Certified Tele-Mental Health Provider in the state of MS.



**RACHAEL MCCORMICK**

Dr. Rachael McCormick is a Licensed Professional Counselor in the state of Texas. She is the Chief Operating Officer of Serenity House Substance Use Treatment Facility. Rachael has worked in the field of addiction for over 5 years. She has over 6 years of training and supervision in sandtray. Rachael develops sandtray groups specifically designed to target addiction and trauma issues. She is the cofounder of Blue Swallow Counseling Innovations. Her passion is to research, train, and supervise counselors in the art of facilitating sandtray groups.



## PRESENTERS



**RAQUEL BOTELLO**

Dr. Botello's research focuses on understanding multicultural factors that influence psychological well-being and educational outcomes. Primarily she examines bicultural identity development in Latinx individuals. She also examines the impact of minority stressors such as racial visibility and discrimination experiences in ethnic/racial minority college students. Another line of research focuses on clinical training of developing therapist in working with diverse clients of various marginalized identities. Teaching Interests: General Psychology, Gender Issues in Psychology, Diversity and Multicultural Factors in Psychology.



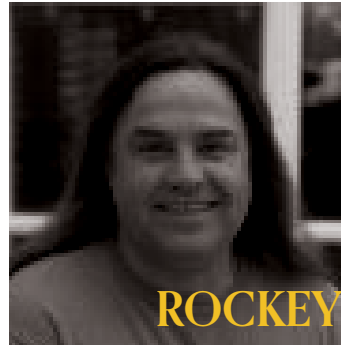
**REBECCA MILNER**

Dr. Rebecca Milner has a PhD in Counseling and Supervision and is an LPC in Virginian and an LPC-MHSP in Tennessee. Dr. Milner is an Assistant Professor at East Tennessee State University with over six years of experience as a counselor educator and over seven years of clinical experience. Dr. Milner has contributed to the counseling field via scholarly publications, a book chapter, numerous national refereed conference presentations, and professional service activities. Her dissertation research was a phenomenological study on applying mindfulness strategies to intercultural development which included a group multisensory mindfulness component. Dr. Milner is also trained in intergroup dialogue, is a qualified administrator of the Intercultural Development Inventory, and has been recognized by the Association for Humanistic Counseling and James Madison University for her work in multiculturalism and social justice. She traveled through Sri Lanka and India for a six-week service-learning trip that examined Eastern and Western philosophies and approaches to mental health.

## PRESENTERS



Rebekah Byrd, Ph.D., LPC, NCC, RPT-S, ACS received her Bachelor of Arts degree from the University of North Carolina at Asheville. Both her master's and her Ph.D. in Counselor Education from Old Dominion University and is currently an Associate Professor of Counseling, Program Coordinator, and School Counseling Concentration Coordinator in the Department of Counseling and Human Services at East Tennessee State University. She currently serves on many national and state wide committees including Association for Child and Adolescent Counseling (ACAC), Chi Sigma Iota (CSI), and Tennessee Counseling Association (TCA). She has edited a book on common encounters in school counseling and written many refereed journal articles and multiple book chapters. Her research specialization falls primarily in issues pertaining to children and adolescent, play therapy, school counseling, social justice/multicultural concerns, self-injury, women's wellness and Adlerian theory. Dr. Byrd has been a faculty member at ETSU since 2010 has over 15 years of experience in working with children and adolescents in both school and clinical settings, and maintains a client caseload specializing in children/adolescents and play therapy. She was just recently awarded Outstanding Teacher of the Year at ETSU in the Clemmer College of Education and received a national best practice award for research conducted with colleagues. Dr. Byrd is an approved clinical supervisor and a Registered Play Therapy Supervisor.



Dr. Rockey Robbins has been a professor in the Professional Counseling Program at the University of Oklahoma for nineteen years. He has written over 60 journal articles and chapters, all related to Native Americans and Psychology. Two of his favorites are: A Folk Healer and the Little People, printed in The Counseling Psychologist and "Letter to my Son on the Anniversary of his Sundance Piercing," printed by the Journal of Social Justice for Counselors (re-issued in a special issues of the journal's "best." He teaches Multi- Cultural Counseling, Personality Assessment, Behavior Disorders, and Counselor Supervision. He was the first to receive a citation from the Oklahoma Psychologist's Association for Social Justice Work. He travels extensively across the United States and Europe speaking on Native American issues and presenting psycho-educational workshops, mostly on the topics of Indigenizing Counseling and Drug and Alcohol Misuse for Native American tribes.

## PRESENTERS

### RONCIA ST. CLAIRE

Roncia St. Claire has extensive background in drama, acting, literature, psychodrama, and outreach to children as well as adolescents in crisis.



**SAMIR PATEL**

Samir H. Patel, Ph.D., is an associate professor in the counseling program and earned his doctorate in Counselor Education from the University of Central Florida in 2010. He is the past-president of the Kentucky Association for Counselor Education and Supervision. Research interests include (a) the promotion of evidence-based practices in counselor education, (b) exploring outcome factors of the supervisory working alliance, and (c) improving treatment outcomes for juvenile sex offenders. His current interest centers around effective strategies in facilitating group counseling.

### SARAH BRANT-RAJAHN

Dr. Sarah N. Brant-Rajahn, NCC is trained in counseling, counselor education, and qualitative research. She has a 15 year background working in education, as well as mental and behavioral health where she has facilitated groups with youth populations. Dr. Brant-Rajahn served as a professional school counselor for seven years and obtained her Doctor of Philosophy degree in Counselor Education & Supervision from University of Georgia. She is now an Assistant Professor, Counseling at Middle Tennessee State University and currently serves as the SACES Multicultural Counseling Interest Network Co-chair. Her research interest include K-12 school racial climate and culturally responsive school counseling practices, policy, and counselor training pedagogy. She is also interested in the recruitment and retention of school counselors and school counselor educators of color. Dr. Brant-Rajahn has presented at state and national conferences.

## PRESENTERS



**SCOTT GIACOMUCCI**

Dr. Scott Giacomucci, DSW, LCSW, CTTS, CET III, PAT is the Director/Founder of the Phoenix Center for Experiential Trauma Therapy in West Chester, PA and Director of Experiential Trauma Services at Mirmont Treatment Center. He was the 2019 ASGW Group Practice Award recipient. He is a Diplomate of the American Academy of Experts in Traumatic Stress and the American Society of Group Psychotherapy and Psychodrama (ASGPP). Scott has worked on psychodrama teams around the USA, Canada, China, Sweden, and has presented at local, national, and international group therapy conferences. Scott serves as an adjunct professor at Bryn Mawr College's Graduate School of Social Work teaching a course on sociometry, psychodrama, and experiential trauma group therapy. He has published multiple articles on psychodrama, trauma, and group work and worked as co-editor on the *Autobiography of a Genius*, the previously unpublished work of Jacob L. Moreno, the founder of sociometry, psychodrama, and group psychotherapy.



**SHERI BAUMAN**

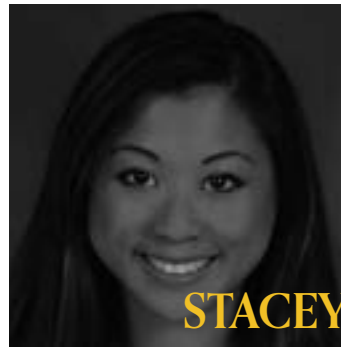
Dr. Sheri Bauman is a professor of counseling at the University of Arizona. She earned her Ph.D. in counseling psychology from New Mexico State University in 1999. Prior to earning her doctorate in 1999, she worked in public schools for 30 years, 18 of those as a school counselor. She is also a licensed psychologist (currently inactive). Dr. Bauman conducts research on bullying, cyberbullying, and peer victimization, and also studies teacher responses to bullying. She is a frequent presenter on these topics at local, state, national, and international conferences. She is the sole author/editor or first author of six books, third author of another book, and has over 65 publications in peer-reviewed journals, many book chapters, three training dvds, and numerous other publications. She is the former editor of the *Journal for Specialists in Group Work* and has co-edited three special issues related to bullying and cyberbullying. She is on the editorial board of two scholarly journals. She was honored with the Eminent Career Award from the Association for Specialists in Group Work in 2018. She has been the recipient of two research grants from the National Science Foundation. She is on the board of trustees of *DitchtheLabel.org*, an anti-bullying charity, and serves as their research consultant.

## PRESENTERS



**SIRENA LILADRIE**

Professor Sirena Liladrie is the current Principle Investigator and Project Director for the SSHRC funded grant *Building Connected Communities: Reducing Loneliness and Social Isolation in Immigrants 65+ .* She has worked with the Centre for Elder Research for the past four years transforming this research data into innovative and interactive community tools. She teaches in the Social Service Worker Program at Sheridan College and holds an MA in Immigration and Settlement studies and a BAH in Human Geography and Community Development. She is currently completing her PhD at the University of Toronto in Adult Learning and Community Development.



**STACEY LITAM**

Stacey Diane A. Litam Ph.D., LPCC, CCMHC is an Assistant Professor in Cleveland State University's counselor education program in Cleveland, Ohio. Dr. Litam has provided counseling within agency, college, and community mental health settings. She currently works as at a Northeast Ohio agency where she serves survivors of sex trafficking, persons with substance use disorders, and LGBTQ+ clients. She is a researcher, educator, and social justice advocate on topics related to human trafficking, human sexuality, and the phenomenological experiences of individuals with intersecting marginalized identities. Dr. Litam has facilitated over 50 state, national, and international presentations on topics related to sex trafficking, human sexuality, decolonizing the minority myth stereotype, and the influence of internalized racism and intra-ethnic othering on Asian American identity development. In October 2018, Dr. Litam was contracted by the Cleveland Division of the Federal Bureau of Investigation (FBI) to provide a brief training program that outlined strategies to create a more affirming workplace for LGBTQ+ employees.

## PRESENTERS



**STACI TESSMER**

The lead presenter maintains an LPCC-S and NCC credentials. She has had experience facilitating groups with adolescents in both the inpatient and outpatient setting. The lead presenter has served as the OASGW president for the past two years and currently oversees both the adolescent mental health IOP and the adolescent dual IOP at a private practice. She utilizes DBT as a primary treatment method with her individual clients, as well as within the IOPs. Additionally, the lead presenter has had experience consulting with schools to improve mental health services for students and their families, as well as has presented on the topics of DBT and group work at numerous national and state conferences.



**TAHANI DARI**

Tahani Dari, PhD, LPC, LSC, NCC is an Assistant Professor at the University of Toledo in the Counselor Education Program. She is a National Certified Counselor, Licensed Professional Counselor and K-12 Licensed School Counselor. She has experience serving as a school counselor for K-12 students and as a practitioner in various settings. Dr. Dari's scholarly interests are focused on advancing topics in school counseling, conducting community-based participatory research, and working with and advocating for diverse client populations (particularly youth). In September of 2016, she was appointed to serve on the National Board for Certified Counselors (NBCC) Minority Fellowship Program Advisory Council. In addition, she currently serves as secretary for the North Central Association for Counselor Education and Supervision (NCACES).



**STEPHANIE MACCOMBS**

Stephanie Maccombs is a doctoral candidate in the counselor education and supervision program at Ohio University. She is a licensed independent chemical dependency counselor and licensed professional counselor in Ohio, as well as a nationally certified rehabilitation counselor. Stephanie provides co-occurring disorders treatment to adults in a federally qualified health center, and has published an article on medication-assisted treatment for opioid use disorder in *Counseling Today*. She has presented widely at state and national peer-reviewed professional conferences on integrated care and medication-assisted treatment for drug addiction. Stephanie is the current coordinator of the George E. Hill Center for Counseling and Research at Ohio University.

## PRESENTERS



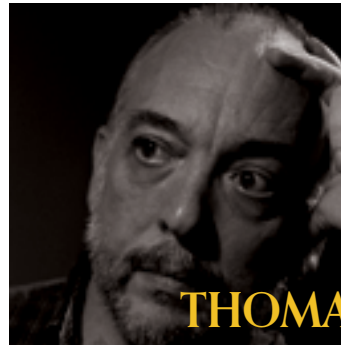
**TANYA JOHNSON**

Dr. Tanya Johnson is a Core Faculty of Antioch University Seattle's Clinical Mental Health Counseling program. She is a Licensed Mental Health Counselor (LMHC) in Florida, a National Certified Counselor (NCC), Certified Clinical Mental Health Counselor (CCMHC) and a Board-Certified TeleMental Health Professional (BC-TMH). Dr. Johnson's clinical experience includes group, individual, and family counseling in crisis stabilization centers and inpatient psychiatric services for the severe and persistently mentally ill, and supervising Housing First homeless programs, substance abuse counseling, case management, and community mental health services. Dr. Johnson also counsels in private practice, via telemedicine, working with women who are navigating a faith crisis. Dr. Johnson has previously taught as an adjunct instructor in Counseling for Nova Southeastern University, Barry University, and Barry University's Bahamas Counseling program.



**TARA GRAY**

Tara M. Gray is currently an elementary school counselor, K-12 school counseling consultant, and associate faculty and co-coordinator of the MEd in School Counseling Program at Prescott College. After facilitating school counseling groups in high school, middle school and elementary schools for over 20 years, she applied her skills to teaching Group Counseling in graduate programs, and then published research on cohesion and school counseling groups in The Journal for Specialists in Group Work. Her research was supported in part through a Research Grant from The Association for Specialists in Group Work. She has received the ASGW Emerging Scholar Award (2012) and ASGW Barbara Gazda Award (2011) and previously served as Co-Chair of the ASGW Graduate Student and New Professional Committee (2012-2013).



**THOMAS MURPHY**

Thomas Murphy is an assistant professor of Counseling at the College of Saint Rose in Albany, NY. Dr. Murphy is an EMDRIA Certified EMDR clinician and has trained in mental health disaster response. Dr. Murphy teaches Crisis, Disaster and Trauma Counseling and Group Counseling at The College of Saint Rose.



## PRESENTERS

### TIFFANY CROW

Tiffany Crow is pursuing a master's degree in clinical professional counseling at the University of Oklahoma. She completed her Bachelor of Arts in theatre at the University of Science and Arts of Oklahoma in 2014. She has worked extensively in community and university theatre, directing plays for young actors. Tiffany's academic interests involve LGBTQ affirmative therapy, gestalt therapy techniques, therapeutic benefits of theatre and artistic expression, and counseling for adolescents.



Travis Bauer is a doctoral student in Counseling Psychology in the Department of Educational Psychology at the University of Texas at Austin. His research interests include group work with teachers and the development of trauma-informed programming in education and community settings. Travis has developed a trauma informed lens to research and practice informed by agency programming at a local crisis line, suicide intervention research with the military, and clinical work with teachers in Texas schools.



Dr. Victoria L Bacon is a licensed psychologist and professor of Counselor Education at Bridgewater State University for the past 24 years. She has counseling experience with children, adolescents and the elderly in clinics, hospitals, nursing homes, college and school settings. She has been facilitating groups, teaching group work, and conducting research for the past 35 years. Her most recent research and scholarship has been working with a team of mental health counselors with developing an evidenced-based wellness group model for adults specifically targeting veterans and the elderly.



Dr. Wanda Wade earned her Ph.D. in Special Education from the University of Central Florida where she also received her Master of Business Administration in 2004. Over the past fifteen years she has gained a variety of knowledge and practical experience in management and K-16 education systems. She has facilitated working groups and led projects with partnering universities with local school districts focused on the recruitment, preparation, and retention of teachers using various applications and platforms. She is currently an adjunct professor at the University of Texas- Permian Basin and Rowan University as well as a full-time education specialist at Moore Square Magnet school in North Carolina, where she focuses on the social emotional development of neurodiversity using an emotional support therapy dog.



## PRESENTERS



Dr. Mejía's professional interests include, identity development, trauma informed interventions, clinical training and supervision, immigrant and LGBTQI populations, relationships and holistic wellness. Dr. Mejía's theoretical perspective is integrative, heavily informed by humanistic, family systems, critical and ecological theories situated in the praxis of social justice. Interventions utilized are resilience, strength based, and relational, rather than pathologically based and some experiential in nature. Therapeutic emphasis on understanding self through insight and meaning while integrating a sense of wellness.



Yiying Xiong is an assistant professor in counseling and human development at the School of Education at the Johns Hopkins University. She graduated from Ohio University with a degree in Counselor Education and Supervision. Yiying is passionate about promoting the mental health of clients with diverse cultural backgrounds. Her research interests include counseling minority clients with a focus on international students and the development of multicultural competence in counselor trainees. She has presented at numerous national and international conferences related to her research interests and published in peer-reviewed journals. Yiying also served as a reviewer of peer-reviewed journals and conferences.



Yanhong Liu is a counselor educator with substantial experience teaching the group counseling course in Counselor Education programs. She has conducted numerous studies utilizing the case study design and is familiar with a variety of research methodologies.

## PRESENTERS



**YOLIE OLAVARRIA**

Yolie is a certified Yoga instructor, trainer, and entrepreneur. Over the years she has gained ample experience working with minorities and refugees from different social, educational, and economical backgrounds. Her experiences as a trainer and speaker have included: creating and administrating professional development workshops, providing Spanish-speaking interpretation, facilitating workshops for migrant workers in South Dakota, and teaching soft skills at Peaceful Paths, a domestic violence shelter. She has also worked at a Level I Trauma Center at Vanderbilt Medical Center to a Maximum-Security Detention Center in Leavenworth, Kansas. In partnership with the Tennessee Learning Center, she developed and facilitated an assessment and training program for Spanish speaking interpreters for the Tennessee Public Health Department. Her speaking engagements include the Tennessee Association of Professional Interpreters and Translators (TAPIT), and the Women in Leadership Program. She is also a co-founder of The Soft-Skilled CEO and a partner at Leaderlync, a local EdTech startup in Gainesville, Florida.



**ZULLY A. RIVERA RAMOS**

I am a Clinical Assistant Professor at the UF CWC, licensed psychologist, and coordinator of ASPIRE (a diversity and inclusion program within the CWC). I am very passionate about multicultural concerns, particularly in regards to the intersections of gender, sexual, and Latinx identities. Being originally from Puerto Rico, I am bilingual in Spanish and English. I have experience doing research and outreach to promote awareness and understanding of diverse sexual orientations and gender identities. Group counseling is another area that I am very passionate about. I truly enjoy the opportunity to have a diverse group of students where we can process different levels of interaction and impact. I believe that group can be a very empowering experience for members as they decide how to interact in group and challenge themselves beyond their comfort zone. I co-created a Spanish-speaking process group that I have been co-facilitating since January 2017. I am a member of the National Latinx Psychological Association (NLPA). I have presented nationally and published in peer-reviewed journals and currently serves as an Editorial Board Member for The Counseling Psychologist academic journal.

## PRESENTERS



**ZULMARIE HERNÁNDEZ  
BELLO**

Dr. Hernandez Bello is an Assistant Professor at the Universidad Interamericana Recinto Metropolitano. She holds a bachelor's degree in Social Work from the Universidad de Puerto Rico Recinto de Río Piedras. She completed a Master's degree in Social Work with a specialty in Administration and Supervision and a Doctoral degree in Education with a concentration in Counseling from the Universidad Interamericana Recinto Metropolitano. He has researched and published articles on the topic of family counseling in Puerto Rico, obstetric violence, perinatal and infant loss, old age, the dyadic adjustment in the couple and the compulsive sexual behavior in adults. Currently, she serves as a collaborator and resource in a support group for families going through perinatal and childhood loss in the office of Dr. Roberto Burgos, Ob. Gyn. in Ponce Puerto Rico.

