COUNSELING ACROSS BORDERS:
Meeting Multiple Needs

Featured Keynote and Heintzelman Lecturer

DR. COURTLAND LEE
The Chicago School of Professional Psychology
Washington, D.C.
Presenting The Global Context of Counseling in the 21st Century

Sponsored by the UCF Counselor Education Program and the Toni Jennings Exceptional Education Institute
Featured Keynote

DR. COURTLAND LEE
The Chicago School of Professional Psychology
Washington, D.C.

Presents

The Global Context of Counseling in the 21st Century

Dr. Courtland Lee is a Professor in the Counselor Education Program at The Chicago School of Professional Psychology in Washington, D.C. He is the author, editor, and co-editor of six books on multicultural counseling and two books on counseling and social justice. He is also the author of three books on counseling African American males. In addition, he has published numerous book chapters and articles on counseling across cultures.
### Friday, February 5, 2016

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<tr>
<th>TIME</th>
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<tr>
<td>8:00 a.m. — 9:00 a.m.</td>
<td>Registration (TA Lobby)</td>
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<tr>
<td>9:00 a.m. — 10:00 a.m.</td>
<td>60-Minute Content Sessions</td>
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<td>10:00 a.m. — 10:15 a.m.</td>
<td>Networking</td>
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<td>10:15 a.m. — 11:45 a.m.</td>
<td>90-Minute Content Sessions</td>
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<tr>
<td>11:45 a.m. — 12:15 p.m.</td>
<td>Break and Lunch (Attendees are on their own for lunch on Friday)</td>
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<tr>
<td>12:15 p.m. — 12:45 p.m.</td>
<td>30-Minute Poster Sessions (MIRC Gallery)</td>
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<td>12:45 p.m. — 1:00 p.m.</td>
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<td>1:00 p.m. — 2:30 p.m.</td>
<td>90-Minute Content Sessions</td>
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<td>2:30 p.m. — 2:45 p.m.</td>
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<td>2:45 p.m. — 4:15 p.m.</td>
<td>90-Minute Content Sessions</td>
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### Saturday, February 6, 2016

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<tr>
<td>8:00 a.m. — 9:00 a.m.</td>
<td>Registration (MIRC Lobby)</td>
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<td>Complimentary breakfast provided by Chi Sigma Iota — Upsilon Chi (MIRC)</td>
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<td>Networking</td>
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<tr>
<td>9:00 a.m. — 11:00 a.m.</td>
<td>Keynote Speech by Heintzelman Lecturer Dr. Courtland Lee: “The Global Context of Counseling in the 21st Century” (MIRC GCR)</td>
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<tr>
<td>11:00 a.m. — 12:00 p.m.</td>
<td>Lunch catered by Jason’s Deli for pre-registered attendees (MIRC)</td>
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<td>11:15 a.m. — 11:45 a.m.</td>
<td>30-Minute Poster Sessions (MIRC Gallery)</td>
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<td>12:00 p.m. — 1:00 p.m.</td>
<td>60-Minute Content Sessions</td>
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<td>1:00 p.m. — 1:15 p.m.</td>
<td>Networking</td>
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<td>1:15 p.m. — 2:15 p.m.</td>
<td>60-Minute Content Sessions and 60-Minute Roundtable Sessions</td>
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<td>2:15 p.m. — 2:30 p.m.</td>
<td>Networking</td>
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<td>2:30 p.m. — 3:30 p.m.</td>
<td>60-Minute Content Sessions</td>
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<td>3:30 p.m. — 4:00 p.m.</td>
<td>Networking</td>
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<td>4:00 p.m. — 5:00 p.m.</td>
<td>Informal Professional Development Institute on the topic of intersectionality, hosted by the Florida Association for Multicultural Counseling and Development and Dr. Courtland Lee (TA 130)</td>
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**TA = Teaching Academy**  
**MIRC = Morgridge International Reading Center**
Multicultural Clinical Interview: The Application of the Cultural Formulation Interview (CFI) in DSM-5 to Counseling Settings  
Room: TA 102  
Information about multicultural assessment of clients that can be clinically and practically used in counseling practice is scarce in the counseling literature. Cultural Formulation Interview (CFI) in DSM-V is a multicultural interview that assists clinicians in making person-centered cultural assessments to inform diagnosis and treatment planning. This presentation will introduce CFI to attendees and discuss its strengths and weakness. Finally, guidelines and examples of key questions that address CFI will be shared in order to provide attendees with a tool to use for clients from different cultures in counseling practices.  
Seungbin Oh, M.S., K. Dayle Jones, Ph.D., Caitlyn McKinzie, M.A., and Nevin Heard, M.A. (University of Central Florida)

Hitting, Kicking, and Screaming, Oh My! Working with Children Presenting with Disruptive Behaviors  
Room: TA 130  
Disruptive behaviors are typically a symptom of greater underlying emotional issues, with only 33% of children needing services receiving help. In Adlerian Play Therapy (AdPT), children are afforded an opportunity to practice socially useful behaviors and experiment with new thoughts and feelings, all within the safety of a secure and supportive relationship (Kottman, 2003). This workshop aims to teach play therapists how to create developmentally appropriate techniques, grounded in AdPT, to use with children who exhibit disruptive behaviors. The presenter will provide therapeutic rationales and examples of how to tailor techniques to address clients’ goals across the treatment intervention.  
Dalena L. Dillman Taylor, Ph.D., LPC, RPT (University of Central Florida)

The Influence of Online Dating on Emerging Adults’ Levels of Empathy, Objectification of Others, and Quality of Romantic Relationships  
Room: TA 322  
Online dating is widely practiced amongst emerging adults (18-29 year olds) in the United States to establish romantic relationships. Researchers have identified positive and negative associations with emerging adults’ use of online dating. This presentation will review the literature concerning emerging adults’ use of online dating and present the results of a research investigation conducted with emerging adult college students regarding the influence of online dating on their levels of empathy, objectification of others, and quality of romantic relationships. The presentation will offer implications for counselors, counselor educators, and researchers.  
Zachary Bloom, M.A. (University of Central Florida)
A Review of over a Decade of Research on Altruism: The Heintzelman Legacy
Room: TA 116

Altruism is defined as “Behavior motivated by concern for others or by internalized values, goals, and self-rewards rather than by the expectation of concrete or social rewards, or the desire to avoid punishment or sanctions” (Eisenberg et al., 1999, p. 1360). This presentation will provide an overview of the research conducted on altruism over the past decade through the Robert N. Heintzelman Eminent Scholar Endowment. Projects reviewed include those related to the development of altruism, multicultural contexts of altruism, fostering altruism in children and communities, scale development, teacher and counselor preparation and effectiveness, and future directions of the Heintzelman.
Edward “Mike” Robinson, III, Ph.D. and Paulina Flasch, M.S., EdS, NCC, LPCA, RMHCI (University of Central Florida)

Meeting the Counseling Needs of Hospice Families: Beyond Medical Intervention in End of Life Care
Room: TA 301

The foundation of hospice is interdisciplinary care for clients and families. The benefits of having a trained counselor on such an interdisciplinary team are invaluable. This presentation addresses the counseling needs of terminally ill hospice patients, their families, and their caregivers. Strategies for counselors working formally or informally with these populations will be shared.
Amber Randolph, Ph.D., LPC, NCC, PEL: School Counselor (Saint Xavier University); and Kirsten Wirth, MSE, NCC, LPC-IT

From SLD to Ph.D.
Room: TA 302

Session sponsored by the Toni Jennings Exceptional Education Institute
This presentation is the true story of the speaker, who was diagnosed with a Specific Learning Disability in third grade. She shares the trials and tribulations of growing up with a disability and how that disability has shaped her life as a teacher, scholar, and woman. She also shares that academic-related anxiety is still a problem as an adult.
Samantha Mrstik, Ph.D. Student (University of Central Florida)

Trauma-Informed Counseling Practice: What all Counselors Need to Know about Trauma
Room: TA 202B

Over the past 20 years, a movement towards providing trauma-informed care has gradually gained momentum in the fields of mental health care, education, social services, and beyond. All practicing counselors, regardless of their speciality, will interact frequently with individuals who have significant trauma histories. This workshop will the core principles of trauma-informed counseling practice. The unique needs of individuals who have experienced complex (or developmental) trauma will be addressed. Practical implications for new counselors will be explored.
Elizabeth Pennock, M.A., LMHC (University of Central Florida)
Bridging the Gap: The Importance of Ancestral Awareness in Client Development

Room: TA 201

This presentation will introduce the important concept of ancestral awareness in counseling. Knowledge of the past establishes a framework that may assist clients in developing a congruent sense of self. Assisting clients through unknown aspects of their identity, by way of ancestral exploration, can empower clients to re-discover self and may enhance the overall therapeutic journey.

Michelle Mitchell, M.S.Ed., NCC, LPC, Ph.D. Student (University of Central Florida); and Yvette Saliba, M.A., Ph.D. Student (University of Central Florida)

A Narrative Approach to Supporting Students Diagnosed with Learning Disabilities

Session Sponsored by the Toni Jennings Exceptional Education Institute

Room: TA 130

Students diagnosed with learning disabilities experience many challenges that counselors may address through narrative therapy. Narrative therapy is a postmodern, social constructionist approach based on the theoretical construct that individuals create their notions of truth and meaning of life through interpretive stories. This presentation identifies potential challenges clients diagnosed with learning disabilities encounter, provides an orientation to narrative therapy, and offers a case example illustrating the application of narrative therapy with this client population.

Glenn W. Lambie, Ph.D. and Whitney Michielssen (University of Central Florida)

Self-Compassion: A Therapeutic Approach to Help Clients Find Freedom from Destructive Thoughts and Emotions

Room: TA 201

Research supported by Christopher Germer, Ph.D. and Kristin Neff, Ph.D. demonstrates that self-compassion is related to emotional wellbeing, lower anxiety, and depression. During this presentation participants will learn the core principles and practices to help clients cultivate the skill of self-compassion.

Coralis Solomon, LMHC (University of Central Florida)
Navigating Combat Veterans’ Moral Injury with ACT & Forgiveness Exercises
Room: TA 116
Upon returning from combat, service members are apt to experience a host of challenges, be it reintegrating with loved ones, re-calibrating to life outside the combat zone, or struggling with such things as self-medicating behaviors. Similarly, the internalized shame and guilt over actions taken under fire can lead to the phenomena of Moral Injury. One treatment style for Moral Injury that warrants consideration is Acceptance and Commitment Therapy, which uses mindfulness and self-forgiveness exercises. Ultimately, ACT helps clients to move through their suffering by helping them to learn how to be psychologically flexible.
W. Bryce Hagedorn, Ph.D., LMHC, NCC, MAC (University of Central Florida)

Thinking Outside the Box: Bringing Creativity to Middle School Counseling
Room: TA 301
This session will provide a rationale, description, and demonstration of a variety of creative activities for counselors working with middle school students. These engaging and attention-grabbing activities include art-based activities (e.g. collages, life books, word walls, etc.), out-of-the-box metaphor activities (e.g. using piñatas, balloons etc. to teach a lesson), and science activities (e.g. science demos and character education) that can be used for individual counseling, small group sessions, and classroom lessons. The activities demonstrated in this presentation were designed for middle school but can be adapted for use by elementary or high school counselors.
Christopher Belser, M.Ed., NCC, Ph.D. Student; Sam Bierbrauer, M.C., Ph.D. Student; Alyssa Savitz, Michael Delbrey, and Octavia Powell, Master’s Students (University of Central Florida)

Affirmative Counseling Practice with Clients in the Coming-Out Process
Room: TA 202B
The Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (ALGBTIC) asserts that affirmative practice is ethical and essential when counseling LGBTQ+ clients. Oftentimes, counselors may wish to embrace a positive, helpful perspective in counseling, but may be unsure of what approaches may enhance affirmative practice. The purpose of this session is to introduce strengths-based methods to assist in facilitating affirmative practice with clients who are in the coming-out process. Attendees will learn empirically supported tangible techniques to increase their LGBTQ+ counseling competence and overall counseling effectiveness.
Shainna Ali, M.A., RMHCI, Doctoral Candidate (University of Central Florida)

Recovering Together: Structural Family Therapy Approach with Families Impacted by Drug Addiction
Room: TA 322
Families are the hidden victims of drug addiction suffered by a family member. The disease affects all members of a family as the family becomes organized by their behavioral and emotional reactions around the drug addict-family member. The drug addiction becomes the central organizing principle of the family system, controlling and dictating family members’ assigned family rules and family roles. The aims of this two-phase presentation are to provide workshop participants with a practical understanding of the impact of drug addiction on the family and to conduct group interactive activities to demonstrate two family interventions for working with families.
Tracey M. Duncan, Ed.S., Ph.D., LPC, ACS
Friday, February 5, 2016

90-Minute Content Sessions
10:15 a.m. – 11:45 a.m.

Developing Diversity: Recognizing Race, Connecting Culturally
Room: TA 221

Oftentimes, counselors may think the racial differences they have between themselves and their clients will stifle the therapeutic relationship. This may be due to the emphasis on race in society rather than multiculturalism. Such perceptions can prevent counselors from identifying the connections which do exist. This presentation will deconstruct the emphasis on race in society while increasing multicultural awareness among future clinicians through the use of activity and discussion. Attendees will also be provided with techniques which facilitate the use of a multicultural but racialized lens when working with a client.

Nevin Heard, M.A. and Laura Finnell, M.S. (University of Central Florida)

30-Minute Poster Sessions
12:15 p.m. – 12:45 p.m.
MIRC Gallery

Poster Titles and Presenters

Survive & Thrive: Group Curriculum for Overcoming Trauma of Human Trafficking
Jessica Sagastume, Master’s Student (University of Central Florida)

Perceptions of the Evolving Technological World
Michael Delbrey, Master’s Student (University of Central Florida); and Louise Yergey, Master’s Student

Outside the Lines: An Art-Based Group Curriculum for Children of Divorce
Madeline Chivington, Master’s Student (University of Central Florida)

Fighting to Fit In: A Group Curriculum for Female Military Personnel At-Risk for Developing Eating Disorders
Shannon Monck, Master’s Student (University of Central Florida)

Breaking the Bonds: A Group Curriculum for Women Experiencing Codependency in Interpersonal Relationships
Brianna Callagy, Master’s Student (University of Central Florida)

The Impact of African American Families in Bullying Behavior among High School Students
Taneshia Greenidge, Yi-Wen Su, Huzeyfe Cakmakci, & Jean-Carlos Polanco Lopez (University of Florida)

Mental Health Systems of Care: A Comparison of the United States’ Approach to Other Parts of the World
Emma Kendrick, Ph.D., LPC
Friday, February 5, 2016
30-Minute Poster Sessions
12:15 p.m. – 12:45 p.m.
MIRC Gallery

Poster Titles and Presenters

**Improving Parent-Child Relationships: A Six-Week Psychoeducational Group Curriculum for Parents of Adolescents with Behavioral Issues**
Evelyn Velez, Master’s Student (University of Central Florida)

**Movers and Shakers**
Aimee Miller, Master’s Student (University of Central Florida)

**Putting the Pieces Together: A Group Curriculum for the Parents of Children with ASD**
*Poster session sponsored by the Toni Jennings Exceptional Education Institute*
Lindsay Kozachuk, Master’s Student (University of Central Florida)

**Strategies for School Counselors to Work with Asian American Children with ADHD and their Parents**
Yi-Wen Su, M.A., NCC; Huzeyfe Cakmakci; Taneshia Greenidge, Doctoral Students (University of Florida)

**Am I Burnt, Fatigued, or Traumatized?: Demystifying the Effects of Working in the Helping Professions**
Louise Rigdon, Master’s Student (University of Central Florida)

**Cognitive Behavioral Play Therapy Group Curriculum for Children with Anxiety**
Genesis Games, Master’s Student (University of Central Florida)

**Promoting Dialogue between the Principal and School Counselor**
Huzeyfe Cakmakci, Yi-Wen Su, and Taneshia Greenidge, Doctoral Students (University of Florida)
AMCD Multicultural Social Justice Counseling Competencies: Future Directions in Counseling Practice and Research
Room: TA 102
The Association for Multicultural Counseling and Development (AMCD) appointed a committee to revise the 1992 AMCD Multicultural Counseling Competencies (MCC) to reflect new research, developments, and needs in multicultural and social justice counseling. The new competencies were endorsed in 2015 by AMCD and reflect a departure from the previous competencies in significant ways. The Multicultural and Social Justice Counseling Competencies (MSJCC) revises the MCC developed by Sue, Arredondo, and McDavis (1992) and offers counselors a framework to implement multicultural and social justice competencies into counseling theories, practices, and research. This session highlights the new structure of MSJCC. The presenter will discuss counseling theory, practice, research, and advocacy implications related to the new MSJCC.
S. Kent Butler, Ph.D. (University of Central Florida)

Learning from Families and Individuals Affected by a Disability: A Panel Discussion
Session Sponsored by the Toni Jennings Exceptional Education Institute
Room: TA 117
Often, counselors and other professionals are referred to secondhand resources to gain a better understanding of the challenges faced by individuals diagnosed with a disability. While these resources are valuable, they cannot replace the knowledge gained by those who have first-hand experiences, individuals with a disability and their families. During this panel discussion, participants will hear from individuals impacted by a range of experiences associated with disabilities. What do they want their counselor to know and understand? Join us and find out how you can best support the challenges faced by individuals and families affected by a disability.
Panelist include Richard Armenio, Jill Morrison, Sam Mrstik, Ted Mundelein, Elise Mundelein, Patricia Moody, Dr. Rebecca Hines, and Dean Pamela “Sissi” Carroll. Panel discussion moderated by Susan Kelly, M.Ed., and Jennifer Holbrook, Doctoral Student in Exceptional Education (University of Central Florida)

Role of the Counselor in Pharmacological Treatment of Children and Adolescents
Room: TA 201
As the number of young patients being prescribed psychotropic medications grows, it becomes increasingly important for counselors to understand the positive and negative aspects of these drugs. Counselors equipped with a working knowledge of psychopharmacology of childhood disorders can provide comprehensive and collaborative therapy with their young clients who may be in need of or are currently using psychotropic medications and maximize therapeutic benefit of medications through therapy.
Gulnora Hundley, M.D., Ph.D., Community Counseling and Research Center Director (University of Central Florida)
Meditation for Emotional Wellness
Room: TA 301
In this workshop, participants will learn about two meditation techniques, Loving Kindness Meditation and Jyoti Meditation which have been subjects of their research. In addition, the presenters will review the current research on meditation as a treatment for emotional disorders. Participants will understand the different forms of meditation and their current use in improving wellness and treating emotional disorders, learn how to meditate in two different ways and sit for short meditation sessions, and recognize which clients are appropriate for this kind of treatment and the current research supporting meditation in clinical practice.
Mark E. Young, Ph.D. (University of Central Florida) and Monica Leppma, Ph.D. (West Virginia University)

School Counselors as Leaders in Today’s Diverse Classroom
Room: TA 202B
School counselors have been encouraged to go to classrooms to present guidance lessons to a diverse group of students. Most often, these counselors have limited or no teaching experience. The classroom guidance experience can be quite daunting and has been the cause of tremendous stress for those unfamiliar with norms and expectations for the classroom. This presentation will include classroom strategies that have been found to be useful in supporting school counselors in the classroom. Techniques for before, during, and after the classroom experience will be shared.
Ann Shillingford-Butler, Ph.D. (University of Central Florida)

Techniques and Tools for Working with Couples
Room: TA 116
Couples from diverse backgrounds face a myriad of relational stressors that are embedded within their cultural contexts; therefore, it is imperative for counselors and relationship education facilitators to discuss relational issues in culturally sensitive ways and understand the cultural contexts that define relational standards and normative behavior for their participants. To this extent, the purpose of this presentation is to provide an overview of select relationship enhancement interventions for couples in distress.
Sejal M. Barden, Ph.D. (University of Central Florida)

Laughter Yoga for Emotional Resilience
Room: TA 322
Laughter Yoga is a unique exercise routine, which combines unconditional laughter with yogic breathing. Laughter Yoga is the only technique that allows adults to achieve sustained hearty laughter without involving cognitive thought. Research shows that laughter can help with anxiety, chronic pain, depression, and stress relief. No special clothing or equipment is required for this practice. Please be aware that Laughter Yoga could be hazardous to your misery.
Coralis Solomon, LMHC, Doctoral Student (University of Central Florida)
Friday, February 5, 2016

90-Minute Content Sessions
2:45 p.m. – 4:15 p.m.

How Smart is it to (Over)Use Smartphones?: Implications for Counselors
Room: TA 302

Smartphones have revolutionized the way people communicate and interact with their cellular device. Although a popular device for many owners, researchers are beginning to investigate the negative consequences of problematic smartphone use. Recent research has suggested problematic smartphone use has negative consequences on: interpersonal relationships, mental, and even physical health (e.g., Harwood et al. 2014). However, the current topic is not cited in the professional counseling literature. Therefore, the purpose of the presentation is to discuss problematic smartphone use within the addictive disorder framework and the implications for mental health, couples, and school counselors.

Samuel Bierbrauer, M.C., Ph.D. Student; and W. Bryce Hagedorn, Ph.D. (University of Central Florida)

Counselors and Teachers Together: Working for Each and Every Student
Session Sponsored by the Toni Jennings Exceptional Education Institute
Room: TA 116

To meet the needs of each and every student, professionals need to work collaboratively to ensure success of students both emotionally and academically. The emotional health of students is essential to their academic progress; however, not all professionals have the knowledge of the varied strengths and challenges of students with disabilities. The aim of this session is to provide fundamental information regarding the differing strategies to support counselors in the important work that they provide to students. Specifically, this presentation will focus on person first language, different types of disabilities and how they present, and strategies for working with students and teachers.

Jennifer Holbrook, Doctoral Student in Exceptional Education; A. Elizabeth Crunk, M.S.; Viki Kelchner, Ph.D., and Jessica Martin, Ph.D., Counselor Education Faculty (University of Central Florida)

Anxious and Overwhelmed: Addressing Anxiety in Schizophrenia with Mindfulness-Based Solutions
Room: TA 201

Schizophrenia is viewed as one of the most incapacitating disorders. Several studies have reported an increased rate of anxiety disorders for individuals diagnosed with schizophrenia, yet treating and assessing anxiety is often overlooked. It is important for counselors to identify comorbidity as anxiety increases psychosis and decreases quality of life. Mindfulness-based therapies are frequently implemented for a variety of mental health concerns, especially anxiety reduction. Having insight into the role of adjunct therapies (such as mindfulness) and exploring counselor preparedness can help counselors to provide appropriate interventions to address anxiety in schizophrenia.

Caitlyn McKinzie, M.A., Ph.D. Student (University of Central Florida); and Michelle Mitchell, M.S.Ed., NCC, LPC, Ph.D. Student

TA = Teaching Academy MIRC = Morgridge International Reading Center
Friday, February 5, 2016

90-minute Content Sessions
2:45 p.m. – 4:15 p.m.

Integrating Interpersonal Neurobiology (IPNB) in Couples Counseling
Room: TA 301
The Interpersonal Neurobiology model (Siegel, 2012) builds upon advancements in neuroscience to address the interconnection between the brain, mind and relationships with others. As such, IPNB has implications for counseling, including intervention with couples, as a way to support the development of higher levels of neural integration. This presentation will review the principles of IPNB, discuss implications from IPNB for couples counseling, and identify opportunities for counselor intervention based on IPNB.
Naomi Wheeler, M.A., NCC, Ph.D. Student (University of Central Florida)

I Am Not a “ “: Strategies for Combating Implicit Bias
Room: TA 102
The U.S. is a melting pot of cultures that is constantly adding more ingredients to the mix. Society becoming more inclusive of “non-traditional” backgrounds and increased exposure to diverse populations may lead one to believe three things: various historical forms of oppression are not existent; we are not perpetuators of oppression; we will not be victims of oppression. Complacency with the status quo may lead acceptance of the previously mentioned fallacies. Multicultural awareness, by nature, requires constant reflection and introspection. This presentation will examine implicit biases we hold as well as the possible implicit biases our clients might hold against us which hinder our work.
Nevin Heard, M.A., Ph.D. Student (University of Central Florida)

Building Rapport and Engaging Kids and Their Caregivers
Room: TA 322
Counseling students in master’s programs typically have an idea of their populations of interest. Some students identify as wanting to work with children and/or adolescents, while other students have no interest in working with kids. The reality of the counseling field is that all students will most likely find themselves in a position where they will need to work with kids. This could occur in their practicum/ internship sites or in the workforce after graduation. It can be intimidating to work with kids and to engage their caregivers. This presentation will cover the topics and provide tools for building rapport with and engaging kids of all ages as well as their caregivers.
Laura Rendon Finnell, M.S., Ph.D. Student (University of Central Florida)
Saturday, February 6, 2016

9:00 a.m. – 11:00 a.m.
MIRC Global Communications Room

Featured Keynote and Heintzelman Lecturer

DR. COURTLAND LEE
The Chicago School of Professional Psychology
Washington, D.C.
Presenting

The Global Context of Counseling in the 21st Century
Saturday, February 6, 2016

30-Minute Poster Sessions

11:15 a.m. – 11:45 a.m.

MIRC Gallery

Poster Titles and Presenters

The Mindful Parent Program
Caroline Meyer, Master's Student (University of Central Florida)

What Will Happen When I Die? What Counselors Should Know about Working with Near Death Experiences and Their Terminally Ill Patients
Noel White, Graduate Student (Stetson University)

Math Minus the Negative: A Proposal for Group Treatment of Math Anxiety in College Students
Christin Saro, Master's Student (University of Central Florida)

Dangers of Love: Educating Adolescents about Health Dating
Audrianna Sanchez, Master's Student (University of Central Florida)

Prevention of Potential Child Abuse in At-Risk Christian Families
Joanna Knowles and Nur Has, Master's Students (University of Central Florida)

Treatment for Adolescent Girls who have been Victims of Emotional Abuse
Taylor Reyes, Master's Student (University of Central Florida)

Examining the Relationship between Social Support and Career Development
Feride Bacanli, Ph.D. (University of Central Florida); and Abdi Gungor, Ph.D. Student

Multicultural and Multiracial Children — A Self-Esteem Issue in Today's Society
Stephanie Rivera-Velazquez, Master's Student (University of Central Florida); Heather Giles, Master's Student; and Victoria McNeil, Master's Student

Using CBT and ACT to Address Psychotic Symptomology: A Group Curriculum for Clients Diagnosed with Schizophrenia
Morgan Futch, Master's Student (University of Central Florida)

International Scope of School Counseling
Huzeyfe Cakmakci, Doctoral Student and Sondra Smith-Adcock, Ph.D. (University of Florida)

Implications of Adventure-Based Therapies for Working with Resistant Adolescents
Johnnie Kramer, Jr., Master's Student (University of Central Florida)

Performance Anxiety in College Athletes: A Psychoeducational Group Curriculum
Brooke Parker, Master's Student (University of Central Florida)

Fulfilling the Soul: Not the Illness
Katey Yurcsin, Master's Student (University of Central Florida)

Forgive to Live: Working with Clients on Forgiveness so they can Move Forward with their Lives
John Petko, Ph.D.
Saturday, February 6, 2016

60-Minute Content Sessions
12:00 p.m. – 1:00 p.m.

Collaborating as a New Faculty Member in an Interdisciplinary Program
Room: Teaching Academy 301
Starting your new career as a faculty member is met with challenges and excitement! In this interactive presentation Dr. Gonzalez will discuss navigating research interests, service, and teaching in an interdisciplinary faculty appointment. Participants will be invited to bring questions about any unanswered questions they may have about being a new faculty member.
Skype Session with UCF Alumna Jessica Gonzalez, Ph.D., LMHC, NCC (Colorado State University)

First, do no harm: Addressing Cultural and Ethical Factors to Promote the Welfare of Clients Living with HIV/AIDS
Room: TA 302
People living with HIV/AIDS are often underserved and in need of psychosocial support from counseling professionals. This education session will explore the needs of this population with an emphasis on the unique cultural and ethical considerations of HIV/AIDS. The session will address the intersections of multiple cultural factors and allow for discussion of the social determinants of HIV/AIDS, mental health disparities, and the ethical challenges of HIV/AIDS given the ethical standards of the American Counseling Association.
J. Richelle Joe, Ph.D., NCC (University of Central Florida)

Bridging the Gap: Successful Collaboration between Counselors and Special Educators in Early Childhood Settings
Session Sponsored by the Toni Jennings Exceptional Education Institute
Room: TA 221
Meaningful collaboration between special educators and school counselors can result in improved outcomes for students in early childhood settings and their families. Teachers bring a deep understanding of a student’s instructional needs and knowledge of interventions that may be effective in addressing these needs. School counselors can help IEP teams understand the underlying psychosocial and developmental needs of the student that impact learning. Despite the positive results, collaboration in educational settings can be a challenge due to competing priorities, limited resources, and lack of professional development. Strategies to overcome these barriers will be outlined in this session.
Claire Donehower, MSEd, BCBA, Ph.D. Student (University of Central Florida); and Faith Ezekiel-Wilder, Doctoral Student in Exceptional Education

Advocacy: Preparing the Perfect Plan
Room: TA 420B
As School Counselors, we are being called into action! We must seek opportunities to advocate at building, district, state and national levels. This session is the cornerstone for strategizing advocacy efforts. If you are committed to being a change agent at the micro-macro level you will not want to miss the opportunity to Prepare the Perfect Plan.
Summer Kuba, Ed.S (Florida Atlantic University)
Canine Assisted Interventions with Children: Their Benefits in Clinical Settings
Room: TA 116
Children experience barriers to everyday life. Common challenges are lack of social skills, impulsivity, lack of self-confidence, and other disabilities outlined in the literature. Using an assistance dog often helps the child overcome these challenges.
Carol Kallina, M.A. (Orlando Christian Prep)

The Significance of Home & the Havoc of Homesickness: Clinical Approaches to Clients who Confront the Unfamiliar
Room: TA 202B
An individual’s concept of home is seemingly complex. For some, home is an unremarkable staple: a backdrop of such familiarity that it receives inappreciable consideration. For others, finding home is pursuit of passion. This presentation will explore the significance of “home” from the analytic perspectives of C. Jung and J. Hill. We will inquire into the experience of homesickness as shared across cultures and generations; from newly minted college undergraduates to older adults, and to include refugees seeking safety. Clinical implications for individual counseling and school/college counseling will be introduced. Reflective practice, by means of shared stories of home, will be encouraged.
Kendra Surmitis, Ph.D., LPC (Northern Arizona University); and Christopher Lawrence

Do You Feel Safe? Ways School Counselors Can Promote an Inclusive Environment for LGBTQ+ Youth
Room: TA 130
LGBTQ+ students often face various forms of rejection and bullying and as a result they are more likely to miss school, perform poorly in classes, and are at an increased risk for drop-out. The purpose of this presentation is to highlight the unique challenges that LGBTQ+ youth and their families experience and how professional school counselors can best address these obstacles at all school levels. Presenters will share effective approaches and interventions on how professional school counselors can promote inclusivity and create a safe environment for all students, particularly LGBTQ+ youth. Local, state, and national resources and support services will be shared with participants.
Stacy Van Horn, Ph.D., Brandon Thompson, Christina Sabbides, Amanda Gasbarro, and Cecilee McMichen (University of Central Florida)

Understanding Sex Trafficking: A Systems Approach to Counseling
Room: TA 201
Human trafficking remains a major problem in society, affecting millions each year. Considering the large amounts of tracking, a business model for human traffickers exists (OSCE, 2010) and counselors need to understand the model to best serve victims and their families (HHS, 2008). In addition, high prevalence rates of sex trafficking exist among vulnerable populations such as women, children and adolescents, and lesbian, gay, bisexual, transgender, and queer (LGBTQ) individuals (Fountain & Littlefield, 2012). Therefore, several counseling implications exist for assessing and addressing human trafficking from a systemic framework utilizing families of victims and the role of advocacy.
Letitia Brown-James, M.A., LMHC, QCS (Aspire Health Partners); and Lamerial Jacobson, Ph.D. (Stetson University)
Saturday, February 6, 2016

60-Minute Content Sessions
1:15 p.m. – 2:15 p.m.

An Introductory Lesson on Interpersonal Neurobiology
Room: TA 302
Therapists work with clients utilizing a variety of theoretical orientations. This presentation introduces the main tenants and principles of interpersonal neurobiology and offers an understanding of how the physical brain influences the mind. The presenters will offer recommendations for how clinicians can incorporate interpersonal neurobiology concepts into their clinical work from any theoretical background.
Zach Bloom, M.A. (University of Central Florida)

The Biology of Adversity: The Role of Childhood Trauma in Neurodevelopment
Room: TA 301
Many researchers have explored the connections between adverse or traumatic experiences in childhood and issues in brain development in children. In a popular study, Adverse Childhood Experiences (ACEs) have been linked to many health problems in adulthood including early death. This extant research bridges the gap between emotional health and physical wellness. Counselors may be unaware of the effects of early adversity on the neurodevelopment of children. As such, this presentation seeks to provide an overview of research related to adversity in childhood and its effects on neurodevelopment in children.
Shaywanna Harris, M.A., Ph.D. Student (University of Central Florida)

Enhancing Interdisciplinary Communication Skills Using Simulation
Sponsored by the Toni Jennings Exceptional Education Institute
Room: TA 420B
Innovative teaching strategies for content on professionalism and interdisciplinary communication that are practiced both through classroom and clinical experiences using a variety of learning devices would benefit physical therapy students. Interdisciplinary exercises, such as virtual simulation and role-playing, designed to effectively foster competence in professionalism and communication will help students develop the necessary skills to enhance their careers. The purpose of this study was to evaluate the extent virtual rehearsal impacts the communication skills of physical therapy students when delivering clinical recommendations on an individual patient to different stakeholders.
Matthew Taylor, Doctoral Student in Exceptional Education (University of Central Florida)

Creating Deep Connections in the Counseling Relationship: The Role of Altruism, Relational Depth, and Deep Empathy
Room: TA 201
What makes a therapist good or bad? What makes clients get better? In recent years, the therapeutic alliance has received increased attention as the greatest predictor of client outcomes. But there are many gray areas as to what exactly is at play during client-therapist interactions. This presentation will introduce the concepts of Common Factors, Altruistic Caring, Deep Empathy, and Relational Depth in an attempt to get closer at answering these questions. Results from a qualitative study on counselors and their clients’ experiences in the counseling session will be shared.
Paulina Flasch, M.S., EdS, NCC, LPCA, RMHCI; A. Elizabeth Crunk, M.S., NCC, Ph.D. Student; and Dr. E. H. “Mike” Robinson, Ph.D. (University of Central Florida)
Let’s Travel the World! Examining the Lived Experiences of Female CES Students and Travel Abroad for the Purposes of Cultural Exposure

Table 1
The purpose of this educational session is to discuss the findings of a dissertation study regarding the impact of travel abroad for female Counselor Education and Supervision (CES) students for the purposes of cultural exposure. Presenters will discuss motivation for traveling abroad for female CES students and how their experience was integrated into their doctoral program. Presenters will also illustrate how the dissertation study was performed, research method used to collect data, and discuss implications for the field of counseling. The findings of this study may highlight the importance of travel and provide support for future CES programs to add travel as part of the curriculum.
Stephanie Ramirez, Ph.D.; and Julie Strentzsch, Ph.D. (St. Mary’s University)

Confidentiality and Privacy (Section B of the ACA Code of Ethics)

Table 2
Presentation addresses ethical considerations about confidentiality and privacy issues in counseling. Florida Statutes and laws and regulations of the profession are presented alongside with practical, everyday examples counselors may face in their practice. Topics such as state laws and regulations governing disclosure of HIV status to partner of counseling client, euthanasia, and among others are presented. Recommendations from an ethical and legal perspective are provided.
Eddy Fagundo, M.A., CRC, PVE (Argosy University)

Are They Ready Yet?: College and Career Readiness of High School Students with Special Needs
Sponsored by the Toni Jennings Exceptional Education Institute

Table 3
College and career readiness is dictated by both federal and state legislation (Bloom, 2010). College and career readiness is mandated by federal and state legislations, but most states do not have standardized methods that evaluate students’ ability to transition to the next level (Roderick, Nagaoka, & Coca, 2009). Many high school students are ill-prepared to meet the transition from high school to higher education and careers (Rothman, R. (2012). College and career readiness is even more challenging with students with special needs. This presentation will review college and career readiness in schools and interventions utilized with students who have special needs.
John Petko, Ph.D.
Saturday, February 6, 2016

60-Minute Concurrent Roundtable Sessions

1:15 p.m. – 2:15 p.m.

TA 130

Overcoming Obstacles to College and Career Counseling

Table 4

How do counselors with heavy caseloads provide individualized support for students struggling with decisions regarding their futures? One of the challenges many counselors describe in working with students is helping those who seem unmotivated in seeking out various options that may seem out of reach to the student. This presentation addresses some of the variables that prevent students from fully considering a variety of college or career options, and how time constraints may prevent some counselors from fully exploring these options with individual students.

Susan Dodd, Ph.D., NCC

Using a Virtual Supervision Model with Internship Students

Table 5

The Virtual Supervision Model (VSM) can be used with student counselors to virtually observe their internship experience. By receiving immediate feedback using Face Time and Bluetooth technology, students increase their evaluation scores on the Counseling Competencies Scale (Swank, Lambie, & Witta, 2012). The equipment enables the instructing supervisor to provide live supervision to student counselors at any practicum or internship site. This method of live supervision is more beneficial to the counselors’ development in that it allows the supervisor to provide immediate feedback through the Bluetooth earpiece.

Emma Kendrick, Ph.D., LPC

Unique School Counseling Techniques

Sponsored by the Toni Jennings Exceptional Education Institute

Table 6

Emotional Freedom Technique (EFT or "Tapping") is a powerful and safe technique to use with students in the school context. Students are free to express their thoughts and feelings while tapping on various points on the hands, head, and collarbone. Tapping on these points is shown to decrease stress and to diminish the negative charge associated with memories and current or past experiences. Cross-crawling is also added as a brain/body biofeedback technique. Students can be taught to use these easy and effective techniques on their own, thus empowering them to have their own set of techniques with which to deal with inevitable stress. It’s fun, non-invasive, and it works!

Adele Futato, M.S. (Seminole County School District)
Using Nature Play with Children with ADHD  
**Table 7**  
Over 2 million children in the United States alone are struggling to cope with a chronic attentional deficit, Attention Deficit/Hyperactivity Disorder. ADHD is a disorder that has detrimental effects on many aspects of life including interpersonal relationships and school development. Nature play therapy has been shown to be effective in treating behavior problems in children, and it is an under-explored therapy that may be effective in treating ADHD. There is evidence showing that nature not only systematically lessens attention deficit symptoms, but its mindful factors can help with behavioral problems and attentional functioning.  
Yi-Wen Su, M.A., NCC; Huzeyfe Cakmakci; Taneshia Greenidge, Doctoral Students (University of Florida)

Group Art Therapy in Mental Health Counseling  
**Table 8**  
The presentation will address how art therapy is useful in treating mental health problems. Most frequently, art therapy is considered as an addition to counseling. The therapeutic value of art therapy in itself most of the times is undervalued or overlooked. In multiple situations, art therapy may be a treatment of choice to allow clients to discover and express feelings that are often difficult to express orally. Creating art in a group setting enhances communication and expression, and helps in reducing depression. Art therapy in a group setting allows group members to work at the same and illustrate their feelings and get support from others as they share these feelings verbally.  
Debolina Ghosh, M.A., MSW, Ph.D. Fellow (University of Florida)

Emotion Regulation for Novice Counselors: What To Do if You Feel Anxiety and/or Anger Toward Your Clients  
**Table 9**  
Stepping into a new profession might be challenging, especially when one is dealing with human vulnerability. Novice counselors (NC) experience anxiety, anger and guilt connected with the beginning of their journey in the profession (Stoltenberg & McNeil, 2009). These emotions might become intense and impair counselor efficacy. Although emotion regulation (ER) is seen as something a counselor should perform (Cook, 2009), in reality counselors are rarely taught to regulate their emotions using strategies and techniques, which come from contemporary ER research. In this presentation, we discuss the concept of ER along with ER strategies counselors can use in-session when they are feeling frustrated or anxious.  
Alena Prikhidko, M.S., Doctoral Student (University of Florida)
Returning to a Secure Base: Using Attachment Theory to Work with Clients

Table 10

The ability to establish and maintain healthy relational connections is essential to wellness and mental health. This presentation is an exploration of how to help adult clients move towards healthier relationships and heal attachment disruptions. Participants will develop an understanding of the significance of adult attachment patterns and a brief history of attachment theory will be presented. Focus will be given to how to identify a client’s attachment pattern and to help clients move towards a secure base of attachment. Practical, experiential techniques to use with clients will be demonstrated.

Elizabeth Pennock, M.A., LMHC, Ph.D. Student (University of Central Florida)

Positive Psychology as a way of Coping with Negative Life Events

Table 11

Positive psychology recently has emerged as a new trend in psychology, and coping was explained from the positive psychology perspective leading to the development of the term positive coping (Lopez and Snyder, 2003). Especially, emphasizing on strengths and positive emotions has become an attractive perception in the literature. Various studies has shown that positive psychology variables are helpful in the coping process. This presentation will introduce positive coping and possible roles of positive psychology in coping. Especially, four variables of positive psychology (social support, hope, optimism, and gratitude) will be emphasized.

Abdi Gungor, M.A., Ph.D. Student, and Nur Has (University of Central Florida)

Faith in the Wake of Loss: Spiritual Coping and Spiritual Struggle During Bereavement

Table 12

Following the loss of a loved one, many individuals turn to spirituality and religion for strength and support. Although spiritual coping can facilitate adjustment to bereavement and other life stressors, some individuals may experience a crisis of faith following loss. This presentation focuses on the role of spirituality during bereavement, looking at spirituality as both a source of coping and a source of struggle following the loss of a loved one. In addition, this presentation provides practical strategies for discussing spirituality with bereaved clients.

A. Elizabeth Crunk, M.S., NCC, Ph.D. Student; and Katey Yurcisin, Master's Student (University of Central Florida)
Saturday, February 6, 2016

60-Minute Content Sessions
2:30 p.m. – 3:30 p.m.

Understanding the Fearful Brain: The Exploration of Anxiety, Mindfulness-Based Therapies, and Neuroscience
Room: TA 201
Globally and cross-culturally, anxiety disorders are prevalent and intrusive. Mindfulness-based therapies have demonstrated success in reducing symptoms associated with anxiety disorders. Additionally, neuroscience has outlined the role of various brain structures that are largely responsible for creating and processing feelings of fear as well as their anxiety-based responses. As clinicians, having insight into the role of the brain as well as mindfulness-based therapies can help to better assist clients in rewiring the way they respond to anxiety. Techniques and clinical strategies will be explored and shared in order to provide attendees with tools to use for clients in need.
Caitlyn McKinzie, M.A., Ph.D. Student (University of Central Florida); and Seungbin Oh, M.S., Ph.D. Student

Prevention and Reintegration: Promoting the Academic and Social Development of Adolescents
Room: TA 302
There are a high number of high school students involved in the Juvenile Court System. This population is highly represented by youth from low-income families, as well as youth with expectations, such as ADHD. Incarcerated juveniles experience deficits and gaps related to their academic and social development. Therefore, this session is designed to discuss the role of PSCs as it relates to interventions, strengths, and activities for working with students who have a high propensity to engage in delinquent behaviors. Additionally, this session will discuss how PSCs can support the reintegration and maintenance of these students as they transition to and from public schools.
Neffisatu Dambo, M.S., Ed.M, Ph.D. Student (University of Central Florida); and Shevon Brown Walker, M.S., L.P.C. (Novak Academy)

Human Trafficking: Counselor Implications within and outside U.S. Borders
Room: TA 116
Human trafficking remains a major problem in society, affecting millions each year. The problem affects the U.S. and many other nations; most often, traffickers target vulnerable populations such as immigrants, women, children and adolescents, and lesbian, gay, bisexual, transgender, and queer (LGBTQ) individuals (Fountain & Littlefield, 2012). Therefore, the purpose of the program is to discuss counseling implications within various counseling settings (e.g., school, agencies) and strategies for advocating within our own borders and beyond.
Lamerial Jacobson, Ph.D. (Stetson University); and Letitia Browne-James, M.A. (Aspire Health Partners)

Finding a Place for STEM Career Development in Comprehensive School Counseling Programs
Room: TA 322
This session addresses the role of school counselors in STEM career development, such as coordinating STEM-themed classroom lessons and school-wide programming and establishing community partnerships. The presenter will relate STEM career programming to the American School Counselor Association National Model components. Moreover, presenters will incorporate current literature, findings from an undergraduate career exploration course, and experiences in a STEM magnet school.
Christopher Belser, M.Ed., NCC, Ph.D. Student (University of Central Florida)
Saturday, February 6, 2016

60-Minute Content Sessions
2:30 p.m. – 3:30 p.m.

**Caring Conversations: Offering Support through the Individualized Education Plan (IEP) for Young Students with Autism**

*Room: TA 130*

This is an interdisciplinary presentation between the Exceptional Education and Counseling Education programs to explore how to better support teachers and parents through the IEP journey. This presentation will focus on the unique needs of teachers and parents with children diagnosed with Autism Spectrum Disorder. The IEP process can be confusing and emotional and school counselors can help prepare teachers and parents to make this process more successful.

Rebecca Hopkins, M.A., BCBA, Doctoral Student in Exceptional Education and Yvette Saliba, M.A., Ph.D. Student in Counselor Education (University of Central Florida)

**After Leaving: The Recovery Process of Intimate Partner Violence**

*Room: TA 301*

Intimate Partner Violence (IPV) affects about 30% of women and 10% of men. There are a myriad of emotional and physical negative effects associated with intimate partner violence. Limited emphasis is placed on what happens after the relationship ends, and how survivors recover from the trauma of IPV, years later. This presentation will provide an overview of the literature on IPV recovery, share results from two qualitative studies, and discuss strategies and implications for practitioners and researchers.

Paulina Flasch, M.S., Ed.S., NCC, LPCA, RMHCI, Ph.D. Student; Katey Yurcisin, Master’s Student; and Courtney Fyvolent, Master’s Student (University of Central Florida)

**Counselor Education in Turkey, which is a Growing Multicultural Country**

*Room: TA 202B*

Turkey is a growing country, and represents multicultural aspects. Needs for mental health, school, and career counseling have been increasing in Turkey. Especially in the last decade, counseling and counselor education has shown a development in Turkey. For example, Turkish Psychological Counseling and Guidance Association has been actively serving through academic publications and conferences. In addition, there is a big effort about accreditation/licensure in counselor education in Turkey. This presentation will introduce counselor education, and present recent developments in Turkey. Additionally, the presentation provides multicultural insight to compare counselor education in Turkey and US.

Abdi Gungor, M.A., Ph.D. Student; and Dr. Feride Bacanli (University of Central Florida)

**The ABCs of ASD: Guidelines for Ethical and Effective Practice with Clients Diagnosed Along the Spectrum**

*Room: TA 221*

Autism Spectrum Disorder is a common diagnosis seen in mental health practice. The complexity of the diagnosis and range in attributes along the spectrum can be intimidating for the new counselor. The purpose of this presentation is to assist in preparing clients to be ethical and effective in treating clients diagnosed with ASD. Within this interactive presentation, attendees will learn pertinent statistics, research, definitions, and methods needed to inform the competent counselor. Furthermore, this session will cover the foundational knowledge required to assist a client diagnosed with ASD including, but not limited to, diagnosis, signs, methods, and essential considerations.

Shainna Ali, M.A., RMHCI, Doctoral Candidate (University of Central Florida)
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Pamela “Sissi” Carroll, Ed.D., Dean
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Our Keynote and Heintzelman Lecturer, Dr. Courtland Lee

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Shainna Ali, M.A., FAMCD President (2015-2016)

Chi Sigma Iota (CSI) — Upsilon Chi Chapter

Counselor Education Doctoral Student Organization (CEDSO)
The 2nd-year UCF Counselor Education Doctoral Cohort, the Scholarly Survivors

Thank you to all who attended, presented, and participated in the 8th Annual University of Central Florida Counseling Conference. I give special thanks to the volunteers and UCF staff who worked tirelessly to ensure the success of this conference.

With gratitude,

A. Elizabeth Crunk, M.S.
Lead Coordinator, 8th Annual UCF Counseling Conference
2nd-year doctoral scholar, TJEEI
UCF Teaching Academy
and the Morgridge International Reading Center
University of Central Florida, Orlando Campus

IN COLLABORATION WITH:
Toni Jennings Exceptional Education Institute
Chi Sigma Iota-Upsilon Chi
Counselor Education Doctoral Student Organization (CEDSO)
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