

# Welcome to the 2023 VACES Conference



March 18th  
College of William and Mary,  
Williamsburg

## Letter from the President

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Hello everyone and welcome to the 2023 Graduate Student Conference. I am so excited to have you with us this year. VACES has a rich history of supporting and mentoring graduate students through the annual conference. This year is no exception. We have representatives from every specialty area within counseling including clinical mental health, school counseling, addictions counseling, rehabilitation counseling, marriage and family counseling, and counselor education and supervision.

As with every venture of this kind, I could not do this alone. I would like to give a special thank you to our faculty sponsors. This year we have over thirty faculty sponsors who have helped this conference come to fruition.

I would also like to take a moment to thank our wonderful board members who selflessly volunteer their time all year to this organization and this conference.

On behalf of the board, I welcome all of you to this wonderful conference. We are beyond excited to see the work you are all doing, learn about your research, and see the next generation of counselors and scholars who will lead our field in the future.

Dr. Brandi Chamberlin  
2022-2023 VACES President

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# BOARD

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President	Dr. Brandi Chamberlin
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Graduate Student Representatives	Jasmine Griffith, Angela Johnson

# KEYNOTE

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**Dr. Natoya Haskins:**

During her 17-year career in counseling and counselor education, Natoya Hill Haskins has been committed to equity and inclusion. Haskins developed the Social Justice and Diversity Research Fellows Program for graduate students, with the aim of addressing research training disparities for students of color who are interested in conducting equity and social justice research. In addition, she has created affinity group spaces for African American women in counselor education.

Haskins has over 40 publications in the areas of womanist clinical applications and social justice competence in P-20 schools. Haskins is the 2022-2023 president of the Association of Counselor Education and Supervision. Prior to that, she served as treasurer of the Association of Multicultural and Counseling Development (2020-2021) and the president of the Southern Association of Counselor Education and Supervision (2017-2018).

**Education**

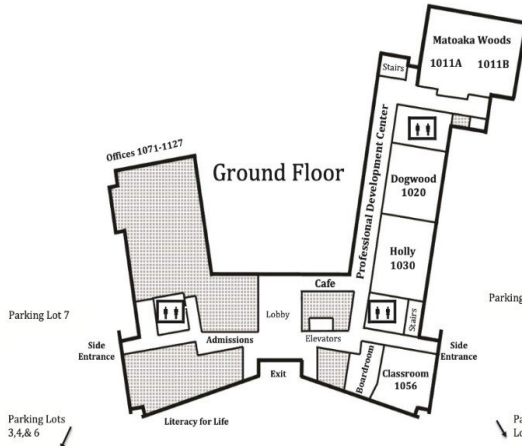
Ph.D., The College of William & Mary, 2011

M.Div., Virginia Union University, 2008

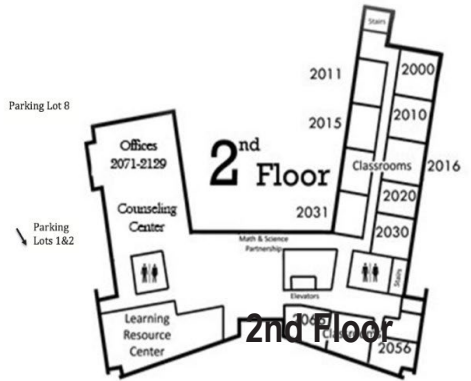
M.Ed., Virginia Commonwealth University, 2005

B.S., James Madison University, 2001

# MAP



## William & Mary School of Education



# 2023 GRANT WINNERS

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**Grant Winner:** Lattisha Naylor – Capella University

**Proposal/Presentation Title:** Sex Offender Counselor's Curriculum, Gender and Ethical Competency: A Casual Comparison Analysis

**Abstract:** Quality assurance mechanisms such as program accreditation have a longstanding history in institutions of higher education. Although there are many debates surrounding the benefits of the accreditation process, many education and human service fields such as counseling and behavioral science, have utilized the standards associated with accreditation to ensure educational programs maintain high quality training and student outcomes. Expanding on Quinn and Rohrbaugh's (1983) existing research of the Competing Values Framework, this study will use a non-experimental causal comparative design to explore the impact accreditation has on counselor's ability to make ethical decisions when working with sex offender populations. A causal-comparative analysis with questions from Counselor Competencies Scale—Revised (CCS-R; Lambie et. al., 2015) will support this study.

**Grant Winner:** Philippa Chin – College of William and Mary

**Proposal/Presentation Title:** Applying Critical Discourse Analysis to Examine Whiteness in Broaching Behaviors and Resulting Racial Discussions During Family Therapy with Counselors in Training

**Abstract:** Counselors have been socialized through multicultural training that race is a social construct that only people of color experience (Bartoli et al., 2015; Dottolo & Kaschak, 2015). Whiteness is described as the social systems and power structures that give advantage to the White racial group at the expense of other racial groups, while allowing White people to view themselves as devoid of race (Hazelbaker & Mistry, 2022; Helms, 2017). Although student counselors acquire multicultural counseling competencies (MCC), Whiteness still dominates discourse in family counseling environments by disregarding the racial or cultural issues of families of color. Utilizing critical discourse analysis (CDA), the researchers examined how Whiteness enters family therapy discussion between families of color and family student counselors when involving broaching methods.

**Grant Winner:** Kristen Tuxbury – Virginia Commonwealth University

**Proposal/Presentation Title:** An Exploration of Color-Blind Racial Attitudes (CoBRA) and Multicultural Competence Among Virginia School Counselors

**Abstract:** Persistent opportunity gaps in public schools and inconsistent multicultural competence (MCC) training provided in counseling education programs, have created a need for multiculturally competent school counselors to work with increasingly diverse groups of students. Researchers have found a negative correlation between Color-Blind Racial Attitudes (CoBRA) and multicultural competencies, particularly among White counselors. In this study we wish to explore the prevalence of color-blind racial attitudes among Virginia school counselors, relationships between these attitudes and the counselors level of comfort working with students and families of color, and whether there are factors such as school setting, years of experience, or counselors racial group which correlate with these result

# SCHEDULE AT A GLANCE

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8:00a	Check-in	Entrance
8:30a	Welcome VCAF Key Note	Matoaka Woods Dr. Brandi Chamberlin Linda Grubba Dr. Natoya Haskins
9:30a	Session 1	Rooms 2010, 2011, 2015, 2016, 2020
10:30a	Session 2	Rooms 2000, 2010, 2011, 2015, 2016, 2020 Roundtable Presentations: Matoaka Woods
11:30a	Session 3	Rooms 2010, 2011, 2015, 2016
12:30p	Lunch/Poster Presentations	Professional Development Center/ Matoaka Woods
1:30p	Session 4	Rooms 2000, 2010, 2011, 2015, 2016, 2020
2:30p	Session 5	Rooms 2000, 2010, 2011, 2015, 2016, 2020 Roundtable Presentations: Matoaka Woods
3:30p	Session 6	Rooms 2000, 2010, 2011, 2015, 2016, 2020
4:30p	Closing/Grant Winner	Dr. Brandi Chamberlin Dr. Aimee Brickner Matoaka Woods



# SESSION I

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**Sarah Johnson & Allison Fears- JMU**

**Room 2010**

**Preparing Rural Counselors: A Call for Change in Counselor Education**

Rural communities provide a unique set of experiences for rural counselors, and it is imperative that counselors are adequately trained and prepared to work with this population. The following presentation will provide interventions counselor educators can incorporate into their programs and courses to best prepare future counselors entering rural settings.

**Corde Mailman - W&M**

**Room 2011**

**Spirituality and Mental Health in the U.S. Military: Implications for Counselors**

Session will explore the connections between spirituality, mental health, and military service by introducing existing literature, applicable codes of ethics for counselors, and providing resources to service members and providers.

**Ashley Laws- University of the Cumberland**

**Room 2015**

**Integrating Cognitive Behavioral and Feminist Therapy In Practice**

The session will focus on a short introduction of Cognitive Behavioral Therapy (CBT) and Feminist Therapy (FT) and contemporary research with modern approaches. The session will also focus on discussing integration of these techniques and approaches. Participants will learn about specific tenants of CBT and FT and interventions for the therapeutic space. In addition, participants will apply the learned interventions.

**Jodi Quinlivan-University of Lynchburg**

**Room 2016**

**Children of Divorce: Healing & Growing**

A parent's divorce is outside the control of a young child, yet its impact on the child's sense of control can manifest as issues and maladaptive behaviors that emerge during adolescence. Counselors can connect with adolescents affected by this dynamic and assist them by healing the needs of their inner child.

**Shelby Dillingham-Old Dominion University**

**Room 2020**

**The Lived Experiences of Counselors-in-Training Completing Practicum and Internship during COVID-19**

This educational session will review the literature to provide an overview of COVID-19's impacts on mental health providers and describe gaps in the literature. The presenter will describe the purpose and significance of the current study, which is to understand impacts on counselors-in-training as they navigate practicum and internship.

# SESSION 2

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**Madison Gant-William & Mary**

**Room 2000**

**Veterans and the Justice System: Implications for Counselors**

Session will cover aspects of supporting veterans involved in the criminal justice system such as the Uniformed Codes of Military Justice and military culture, risk factors, recidivism rates, current legal proceedings and news, and resources available to both veterans and providers.

**Jordan Caswell & Kyra Watkins-Old Dominion University**

**Room 2010**

**The Intersection Between Trauma and the Gender Non-Conforming Experience: Implications for Affirming and Ethical Care in the Clinical Mental Health Setting**

The session dives into the world with a gender non-conforming lens analyzing topics such as gender dysphoria vs. dissociation, correlation vs. causation of trauma, and impasses and failures in mental health access.

**Rachel Holcombe-Virginia Commonwealth University**

**Room 2011**

**Building a Sense of Belonging for College Students with Disabilities through Identity-Based Support Groups**

This session will focus on how to develop successful identity-based programming for college students with disabilities. As a case example, I will share information about my experience co-facilitating the Chronic Health Support group at Virginia Commonwealth University.

**Rachel Mizrahi-College of William & Mary**

**Room 2015**

**The School Counselor's Role in Implementing a Preventative MTSS Model to Address Eating Disorders**

Eating disorders often emerge in adolescence and young adulthood. Consequently, PK-12 schools serve as useful spaces to deliver preventative and response services focused on eating disorders and recovery. This session will highlight approaches school counselors can employ to support adolescents with eating disorders utilizing a multi-tiered system of supports framework.

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# SESSION 2

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**Phylicia Littleton, Jodi Aina & Jewell Briscoe-Regent University Room 2016**  
**Beyond the Surface: Perceptions of Cultural Humility for Supervisors of Color**

This session will discuss the shift from a multicultural competencies (MCC) model to a multicultural orientation (MCO) framework for supervisors of color, focusing on the theoretical orientation and an everyday way of being with supervisees and systems.

**Tabitha DeHart-Radford University**  
**Grief and Loss Symptom Toss**

**Room 2020**

The goal is to bring awareness to school personnel about how grief and loss manifests itself into maladaptive symptoms that may only properly be resolved through understanding and grief counseling. The hope is that more grieving students may receive the emotional care they need to successfully move forward.

**Roundtable Sessions**

**Room Matoaka Woods**

**Megan LaLonde-Pittman-Old Dominion University Roundtable 1**  
**Are We So Skin Deep: Initiating the Dialogue on Counseling Identity, Professionalism and Alternative Self-Expression**

Initiating the dialogue on the counseling professional identity, the inclusive or exclusive nature of professional appearances within the counseling field. As well as discussing creative forms of self-expression like tattoos and piercings within the counseling community.

**Bisola Duyile-Virginia Commonwealth University Roundtable 2**  
**Implication of Applying of the Social Determinants of Health Model with Parents of Children with ASD to Counselor educators**

Autism spectrum disorder (ASD) affects nearly 1 in 54 children (Maenner et al., 2020). Parental involvement promotes children's development and education (Sharabi & Marom-Golan, 2018) and social determinants of health (SDOH) can facilitate or inhibit development. Therefore, we review and apply the SDOH model with families that include a child with ASD. We share insights for how the SDOH framework can inform professional learning and counseling interventions with parents of children with ASD.

**Vikki McDonald Roundtable 3**  
**A Qualitative Study of the Stigmas and Barriers that Justice-Involved Individuals with a Mental Health Diagnosis and or Substance Abuse Addiction May Face when Recommended to Participate in Community-Based Treatment Programs**

Discussion on the inadequacies of men and women who were justice-involved with a diagnosis of mental health and substance abuse addictions struggling with stigmas and barriers reintegrating back into their communities without support.

# SESSION 3

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**Nic Schmoyer & Dr. Lauren Robbins-Old Dominion University** **Room 2010**  
**Creating an Integrated Behavioral Health Elective for Counseling Students: Rationale and Proposed Syllabus**

This session will cover the literature basis for creating an elective focused on providing graduate level counseling students with skills and knowledge necessary for competence in Integrated Behavioral Health settings, culminating in an exploration of the proposed syllabus and pedagogical activities for the successful delivery and outcomes of this course.

**Ashlea Hough, Brooke Carroll & Katie Doelieslager-James Madison University** **Room 2011**

**Advocacy Stories: Creating Personal TedTalks to Shape Advocacy Identity**

Three doctoral students will share excerpts of their TedTalk assignment and the impact it had on their emerging identities as leaders and advocates in the counseling profession. Lessons learned through this process, as well as tips for how participants can identify and communicate their personal stories, will be shared.

**Kathleen Lifsey & Natalie McCain-University of Lynchburg** **Room 2015**  
**From the Cell to Beyond: Cultivating Through Nature**

The benefits of nature are longstanding and apply to both mental health and physical health across the lifespan. The research reveals the use of nature-based interventions within incarcerated populations can reduce recidivism, increase inmates well-being, and can provide a protective factor to the existing systemic infrastructure inmates face upon release.

**Allison Fears-William & Mary** **Room 2016**

**How are we going to make this work?": Rural School Counseling Post-Pandemic**

Rural school counselors (RSC) face unique experiences and challenges. The COVID-19 pandemic further shifted their unique role as RSCs learned to adapt to students' needs and their own. This presentation focuses on common themes across experiences of RSCs and provides suggestions for how educators can best support students entering the field.

# Poster Sessions 1

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## Poster Sessions

## Professional Development Center

**Thomas Seguin-Old Dominion University**

**Poster 1**

### **Evidence-based Wellness Counseling for the Active Duty Military**

The Indivisible Self Model of Wellness (IS-Wel) is a prolific evidence-based model that is useful for wellness-based counseling in military populations. This conceptual presentation aims to describe how IS-Wel features can inform counselors about military clients' functioning related to military-specific environmental and cultural elements.

**Wiggs, Jessica-Liberty University**

**Poster 2**

### **Treatment through HeartMath: Understanding Resilience & Wellbeing**

Within this session, participants will gain an understanding of what HeartMath is and how it can be applied within the counseling field to help our clients reach well-being and resiliency.

**Stefan Vasic & Jeff Gableman-William & Mary**

**Poster 3**

### **An Introduction to Moral Injury**

This presentation will briefly discuss current research on moral injury, focusing on the application of this research for counselors. This will lead into a discussion about moral injury outcomes and how counselors may identify moral injury in clients. After learning how to identify moral injury, the presentation will discuss treatment approaches to moral injury. The presentation will end discussing the importance of moral injury in the counseling profession and why counselors should be involved in researching it.

**Zaria Hardy, Shontell White & Tamika Jackson- William and Mary**

**Poster 4**

### **Playing the Game: Navigating Counselor Education as a Person of Color**

“Playing the game” can be used to describe how people of color might conform to whiteness to have access to resources that might otherwise be out of reach. This presentation will explore this phenomenon and how it might impact the experience of students of color in counseling graduate programs.

**Abigail Curtis- University of Lynchburg**

**Poster 5**

### **Narcissistic Personality Disorder (NPD) and Narcissistic Abuse Syndrome (NAS)**

Participants will learn about Narcissistic Personality Disorder (NPD) and Narcissistic Abuse Syndrome (NAS). The purpose of this presentation is to raise awareness of the impact of verbal abuse and encourage advocacy for survivors of abuse perpetrated by those with NPD.

# Poster Sessions 2

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## Poster Sessions

## Professional Development Center

**Samantha Conner- University of Virginia**

**Poster 6**

### **The School Counselor's Role in Working with and Advocating for Gender Minority Students in Virginia**

Following the release of Governor Youngkin's Model Policies that directly contradict the ASCA and ACA ethical standards, Virginian professional school counselors are in the unique position to examine existing literature and advocate for change based upon our ethical obligation to support, uplift, and advocate for all students.

**Bailey Saville-University of Lynchburg**

**Poster 7**

### **Trauma Focused- CBT for Children with Post Traumatic Stress Disorder**

The poster will discuss trauma focused- CBT as an effective intervention for children with PTSD, as well as integrating other interventions. It reports on the prevalence of **PTSD for this population.**

**Jill Kivikoski-Old Dominion University**

**Poster 8**

### **A New Counseling Intervention for Adolescents: Virtual Reality Mindfulness**

Participants of this session will acquire a practical knowledge of virtual reality for application in therapeutic group practice. Data collected experientially and via group evaluations from a community based mindfulness group for treating anxiety in adolescents will be disseminated and discussed. Participants will be apprised of recommendations and significant factors for planning and facilitating their own virtual reality-based groups.

**Jessica Wiggs-Liberty University**

**Poster 9**

### **Future Counselors Understanding Title IX**

Within this session, future counselors will have an understanding of what Title IX is and why it is important to know in order to support the clients they will serve.

**Mazie Doss-William & Mary**

**Poster 10**

### **Unique Collaborations between Rural Virginian School Counselors and Community Partners**

Collaborations between school counselors and community agencies in rural Virginia serve as examples for creative and responsive practices for school counselors, licensed professional counselors, and counselor educators.

# SESSION 4

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**Aaron Albright-University of Lynchburg**

**Room 2000**

**Positive Self-Concept Generation in College Students with Disabilities**

The presenter will outline and synthesize the extant quantitative and qualitative research on the efficacy of collegiate resources for students with disabilities and the lived experiences of students with disabilities in collegiate settings. After sharing key takeaways for faculty, administrators, counselors, and students in these settings, implications of this research and some ideas for further research will be discussed.

**Young Kim-William and Mary**

**Room 2010**

**ADVOCATE : An Inpatient Hospital Counselor's Professional Identity**

Due to its own unique culture of inpatient hospital settings, counselors and counselors-in-training face their own unique challenges such as treating diverse population with all different types of diagnosis (often in crisis) as a member of the interdisciplinary team, which requires multicultural competency, professional identity, and advocacy.

**Shontell White-William and Mary**

**Room 2011**

**How School Counselors Can Utilize Womanist Principles to Support Black Adolescent Girls in Schools**

Womanism may provide tools for school counselors to utilize when providing individualized support to Black adolescent girls. This session will provide recommendations to school counselors for utilizing Womanist principles when counseling Black adolescent girls.

**Stefan Vasic-William & Mary**

**Room 2015**

**Supervising First-Generation/Limited-Income Counseling Students: Special Considerations**

This presentation addresses how to build a strong supervisory alliance with FG/LI counseling students. It will provide resources, and foster a greater understanding of this marginalized community. Attendees will leave with a great ability to be responsive to the needs of this specific community.

**Lindi Rigg, Jamice Holley, Phylcia Littleton,**

**Room 2016**

**Jodi Aina, David Cook & Jewell Briscoe**

**Multicultural & Social Justice Counseling Competencies: Evaluating conceptualization and intervention strategies across supervision models**

In 2015, the ACA endorsed the Multicultural and Social Justice Counseling Competencies (MSJCC), conceptualizing multicultural competencies to address intersectionality, oppression, and social justice advocacy. Several strategies have been identified to foster these competencies through supervision. This presentation evaluates how supervision models align conceptually with MSJCC principles and operationalize MSJCC strategies.

## SESSION 5

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**Patricia E. Greene-South University** **Room 2000**  
**The efficacy of Spiritual coping skills utilized by those suffering with complex trauma.**

This session will introduce the use of Spirituality in helping those suffering with complex trauma in group work. The session will look at current research on group work and other therapeutic interventions that help those trying to develop coping strategies to reach therapeutic goals.

**Kristen Tuxbury-Virginia Commonwealth University** **Room 2010**  
**Evidence-based dropout prevention: Why does ninth grade matter so much?**

Current research in school counseling focuses on improving student academic outcomes more frequently than student dropout. Findings from educational leadership indicate that individual interventions for 9th grade students are most effective in increasing graduation rates. This session provides resources to help as many students as possible reach graduation.

**Benjamin Clark-Liberty University** **Room 2011**  
**An Introduction to Brainspotting: A Client-Centered Approach Towards Mental Healing**

This introduction to Brainspotting challenges participants to recognize this trauma-informed modality as a viable means of treatment in clinical practice. A practical consideration of this client-focused approach will demonstrate why this therapy method can benefit both clients and counseling students alike. this session.

**Joan Monahan-Liberty University** **Room 2015**  
**The Effects of Vicarious Trauma on the Therapeutic Relationship**

This presentation will cover the impact of possible variables that can hinder the therapy process. Vicarious trauma within a therapeutic relationship can sometimes be one of these variables. The presenter will cover the possible formation of at least three critical aspects: training, supervision, and the wholeness of the therapist.



# SESSION 5

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Taylor Patterson, Lindi Rigg,  
Jamice Holley & Jennifer Brea-Regent University

Room 2016

**Cross-Cultural Supervision and Supervisor Development: Cultivating Cultural Humility**

Supervisors are responsible for attending to diversity and multicultural issues in client presentations and the supervisory working alliance. This interactive presentation will apply current research on cultural humility to supervisor development. Presenters will discuss experience practicing supervision with counseling students in Cairo, Egypt and its impact on their professional development.

Sasha Kusno-College of William & Mary

Room 2020

**Peripartum Depression: Partnering with Pediatricians and OB/GYN Providers**

Peripartum depression (PPD) is an undertreated diagnosis among new parents. Recommendations support universal screening in an obstetric and pediatric setting followed by psychoeducation, referrals, diagnosis, and care coordination. Counselors are well-positioned to help local providers put these recommendations into practice more effectively. Local partnerships improve outcomes.

# SESSION 5

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## Roundtable Presentations

Matoaka Woods

**Katherine Solvig-Liberty University**

**Roundtable 1**

### **Repatriating: How to support college-aged third culture kids' transition back to their passport country**

As more individuals who identify as third-culture kids (TCKs) experience challenges when repatriating (Smith & Kearney, 2016; Hervey, 2009), counselors and mental health professionals need to understand their experiences and the unique concerns they have. This presentation will explore the challenges TCKs face when transitioning back to their home country for college and collaborate in ways that counselors can better serve this unique population. This roundtable will help participants discuss TCKs, who they are, the challenges they may face, and the factors influencing success during the repatriation process. Further, this discussion will provide a unique perspective on multiculturalism in the counseling field.

**Kayla Burton-William & Mary**

**Roundtable 2**

### **Inequitable Healthcare: Exploring the Impact Underrepresented Racial and Ethnic Minority Clients**

This session will explain the current disparities racial and ethnic minority women experience within the healthcare system. It will explore culturally sensitive and trauma-informed interventions to potentially utilize when treating clients who have experienced racial and/or ethnic trauma as a result of inequities within the healthcare system.

**Ashley Laws- University of the Cumberlands**

**Roundtable 3**

### **Addressing Eco-Anxiety in BIPOC Youth**

The session will focus on an introduction of the concept of eco-anxiety, which is defined as worry related to the existential dread associated with climate change. The session will focus on exploring how youth are the most impacted generation as they will have to manage the consequences of climate change. In addition, BIPOC communities are often the most impacted by climate change. This information will be explored through not only natural disasters but also man-made disasters. The remainder of the session will focus on preparing counselors to meet the needs of these BIPOC youth and exploring why climate change should be addressed in counseling sessions.

# SESSION 6

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**Kelly Furr-Virginia Commonwealth University**

**Room 2000**

**When identities clash: How to work effectively with religious LGBTQ+ clients**

Often, spiritual LGBTQ+ individuals no longer feel that they belong in their religious home. However, they also may not feel that their religious identity is totally accepted in LGBTQ+ spaces. This session will focus on how counselors can help clients navigate this dilemma.

**Jessica Wiggs-Liberty University**

**Room 2010**

**Counselor Education Identity Development: What I wish I knew in my CES Journey**

Within this presentation, future counselor educators will hear the experiences that current counselor educators have experienced and how to be successful within a CES program. Additionally, this session will focus on important takeaways that current Ph.D. CES students have learned along their journey.

**Brian Paulson & Emily Norris-Liberty University**

**Room 2011**

**The Staying Power of Connection: Best Practices for Retention in Online Master's Level Counseling Programs**

This proposal looks at online CES programs and how certain practices can be implemented, through connection, to prevent attrition and increase student retention and success while in their programs. It looks at well-established and newer research while integrating assessment tools for classroom feedback and active student engagement through connections.

**Anna Hall, Keeley Lawlor, Kacy Lloyd-Longwood University**

**Room 2015**

**Help for Our Heroes: Mental Health Advocacy for First Responders**

Help for Our Heroes: Mental Health Advocacy for First Responders is a presentation focusing on mental health for first responders. During this presentation, we will look at the statistics, stereotypes, barriers to treatment, advocacy domains, and more to give a holistic picture of how counselors can better serve first responders.

## SESSION 6

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**Wendy Celoria, Bosede Balogun-Liberty University**

**Room 2016**

**Ethical Considerations When there is Spiritual Dichotomy in Supervision**

As counselors, supervisors, and educators, we aim for a holistic approach to supervision. Therefore, holistic approaches must include spiritual elements. This presentation highlights the ethical responsibility that CEs and supervisors have to utilize spirituality in supervision to ensure the counseling identity continues to strengthen in CITs.

**Pedro Alicea & Kord Basnight-College of William and Mary**

**Room 2020**

**Training Mental Health Counselors to Serve the Military/Veteran-Associated Population**

This session highlights W&M's Military and Veterans Counseling Program—the only such program in the nation—as an effort to train and graduate counselors with the academic and practical knowledge and experience required to serve the mental health needs of uniformed military personnel, veterans, and their families.

THANK YOU  
to our host and Sponsor:



## **VCA Graduate Student Ethics Essay Competition**

**This competition is open to graduate students in Virginia at both the masters-level and the doctoral-level. Graduate students may work individually or in pairs from the same program level (one pair of masters-level students or one pair of doctoral-level students).**

**There will be one winner or pair of winners at the master's level and one winner or pair of winners at the doctoral level.**

**All submissions are due by July 1, 2023.**

**Please visit the VCA website or click on the QR code to view the instructions.**

**<https://www.vcacounselors.org/page/Essay>**

