

ACES Proposal

*Menu Choices are Listed in Parentheses. All character maximums include spaces. *Denotes required question*

Author's Details

Lead Presenter Information (will be the contact person as well as first author)

- *Mr.
- *First Name David
- *Last Name Miller East Texas Counseling Group LLC
- *ACES Member Number 6575444
- *Institution/Organization East Texas Counseling Group LLC
- *Address 405 Magrill ST
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- *Professional Email Address david@etxcounseling.com
- *Highest Degree Earned MA
- *Area of Study for Highest Degree Earned Ph.D. Student Counselor Education and Supervision.
- *Credentials LPC
- *Are you currently enrolled in a doctoral program Yes
- *Current Professional Role. I own my own practice within a group practice and License Professional Counselor in Texas.

Presenter Two:

- *Ms.
- *Sandra
- *Eiler
- *ACES Member Number: 6663908
- *Liberty University
- *Lynchburg
- *VA
- *seiler@liberty.edu
- *Master's Degree, PhD Student
- *Professional Counseling, Counselor Education and Supervision

- *LPC, EMDR, CPT Provider, NCS, ICS
- * Are you currently enrolled in a doctoral program? Yes
- *Clinical Psychotherapist

Presenter Three

- *Title :Mrs.
- *First Name: Suzy
- *Last Name; Vaile
- *ACES Member Number: 73203476
- *Institution/Organization: Atrium Health Wake Forest Baptist Hospital
- *City: Winston Salem
- *State: NC
- *Professional Email Address: cvaile@wakehealth.edu
- *Highest Degree Earned (PhD, EdD, master's degree, bachelor's degree): PhD (student)
- *Area of Study for Highest Degree Earned: Counselor Education and Supervision
- *Credentials (e.g., licenses and certifications): LCMHC, LCASA, EMDR Clinician
- * Are you currently enrolled in a doctoral program? Yes
- *Current Professional Role. Please select one role that best characterizes your main work role.
(Counselor Educator, Supervisor, Counselor) Lead Counselor, Pediatric Trauma

Submission Details

***Program Title:**

Navigating Trauma: Exploring the Impact on the Counseling Journey

***What type of submission is this proposal?** (50-minute ACES INFORM session, 50-minute education session, 50-minute career-focused session, 80-minute panel discussion, 30-minute poster)

50-minute ACES INFORM session

***If your proposal is not accepted for the submission type you chose above, are you willing to present it in a different format? Check all that apply.** (Yes, I am willing to present an education session. I am willing to present a poster. No, I am not willing to present this proposal in another format.)

Yes, we are willing to present an education session

***If the focus of your session is any of the following, please check as many appropriate boxes as apply to your session. If none apply, please select, "Not Applicable."**

Not applicable

Supervision, Cultural Humility

***Please select the topic area(s) that best describes your proposal as it relates to counselor education and/or supervision (select up to two).** (Assessment, Career Development and Counseling, Counseling Theory/Practice and the Counseling Relationship, Counselor Professional Identity and Practice Issues, Group Dynamics and Counseling, Human Growth and Development, Research and Program Evaluation, Social and Cultural Foundations, Wellness and Prevention)

Our proposal falls under the Counseling Theory/Practice and the Counseling Relationship

***Learning Objective 1** Define and recognize the impact of trauma

***Learning Objective 2** Identify and illustrate trauma-informed practices

***Program Summary for Publication in Conference Program**

Character Maximum: 850

Our presentation will provide a variety of mental health professionals with an extensive understanding of the clinical definition of trauma, diagnoses associated with trauma, and its far-reaching impact on individuals who have experienced trauma. Program attendees will explore the symptoms, diagnoses, and variety of treatment options available for patients in an individual and collective environment.

***Program Description (Please include rationale, program goals, and delivery method. All presentations, particularly those related to teaching or supervision client diagnosis, evaluation, or treatment, must provide evidence/research that the information presented is clinically sound and in accordance with accepted professional practice, ethical guidelines, and current research. A space for references is provided in the next question. Character Maximum: 3000**

Rationale:

Counselors who understand trauma can create safer therapeutic environments, improving client outcomes. This proposal emphasizes the importance of preparing educators and supervisors to teach these practices to their trainees. By equipping counselor educators and supervisors with trauma-informed knowledge, we can enhance the readiness of future counselors to support clients grappling with trauma-related issues effectively.

Program Goals:

Our presentation will inform and equip the participants with both knowledge about trauma and its potential diagnoses, as well as pertinent interventions that can help improve patient outcomes.

Delivery Method:

Interactive Lecture

References cited in your proposal:

Characters Maximum: 10000

Baer, R. A. (2003). Mindfulness training as a clinical intervention: A conceptual and empirical review. *Clinical Psychology*., 10(2), 125–143. <https://doi.org/10.1093/clipsy.bpg015>

Ellis, C. C., Peterson, M., Bufford, R., & Benson, J. (2014). The Importance of Group Cohesion in Inpatient Treatment of Combat-Related PTSD. *International Journal of Group Psychotherapy*, 64(2), 208–226. <https://doi.org/10.1521/ijgp.2014.64.2.208>

Kendra Cherry, M. (2009, May 16). How art therapy works. Verywell Mind. <https://www.verywellmind.com/what-is-art-therapy-2795755>

Perkins, A. (2020). The benefits of pet therapy. *Nursing Made Incredibly Easy!*., 18(1), 5–8. <https://doi.org/10.1097/01.NME.0000613652.69241.d7>

Resick, P. A., Monson, C. M., & Chard, K. M. (2017). *Cognitive Processing Therapy for PTSD: A Comprehensive Manual*. Guilford Press.

Shapiro, F. (2018). *Eye movement desensitization and reprocessing (EMDR) therapy, third edition: Basic principles, protocols, and procedures (3rd ed.)*. Guilford Publications.

Zielinski MJ, Smith MKS, Kaysen D, Selig JP, Zaller ND, Curran G, Kirchner JE. A participant-randomized pilot hybrid II trial of group cognitive processing therapy for incarcerated persons

with posttraumatic stress and substance use disorder symptoms: study protocol and rationale. Health Justice. 2022 Oct 1;10(1):30. doi: 10.1186/s40352-022-00192-8.

***Please discuss how your proposal aligns with counselor education and/or supervision.**

Character Maximum: 2500

This proposal outlines a conference session on integrating trauma-informed practices within counselor education and supervision. It aims to equip counselor educators and supervisors with the knowledge, skills, and therapeutic approaches to address trauma's impact on clients and future counselors.

The session will highlight the importance of incorporating trauma-informed principles into counselor education programs. This aligns to prepare future counselors to recognize and address trauma in their clients effectively.

Educators and supervisors play a critical role in shaping the therapeutic approaches of their trainees. The conference will provide strategies for supervisors to model trauma-informed practices while fostering an environment of safety and trust.

Presenting current research and best practices in trauma-informed care will support counselor educators in developing evidence-based curricula. This aligns with the overarching goals of enhancing training programs and improving client outcomes.

The session will encourage collaboration among educators, supervisors, and mental health professionals, fostering a community of practice through an interactive lecture emphasizing ongoing learning and trauma care support.

This conference proposal aligns closely with the principles of counselor education and supervision by focusing on trauma-informed practices that enhance the skills and resilience of future counselors. By attending this session, participants will gain valuable insights and practical strategies to implement in their programs, ultimately improving the quality of care provided to clients facing trauma.

***Please discuss the expertise of the presenters and explain why they are qualified to make the proposed presentation. Do not include any identifying details.**

Character Maximum: 2500

Each presenter is a licensed clinician and is trained and practices from a trauma-informed lens, supporting a variety of trauma patients in their various clinical practices.

***Which of the following will you utilize during your presentation?** If you are applying for a poster, please check "does not apply." (Case Study, Role-Play, Participant Discussion, Lecture, Experimental/Active Learning, Multimedia PowerPoint/Keynote, etc., Handouts, Does not apply)

We will be presenting an interactive multimedia Power Point presentation combined with immersive activities to provide an engaging learning experience.

***Who is your target audience for your proposal?** Check all that apply. (Counselor Educators, Supervisors, Graduate Students)

This presentation is designed for mental health professionals, including counselor educators, supervisors, therapists, social workers, and psychologists, who seek to increase their skills and knowledge in trauma-informed care.