



ULM Counseling Summer Workshop Manual



Counseling Programs
SCHOOL OF HEALTH PROFESSIONS
June 21-26, 2015

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WELCOME

Welcome to the Summer Workshop! Throughout the workshop you will be challenged and certainly rewarded as you hone your counseling skills, develop your theoretical and professional orientation, and interact with faculty and your fellow students. Please read this manual thoroughly and should you have questions do not hesitate to contact either Dr. Cummins, Workshop Director [cummins@ulm.edu] or myself [pope@ulm.edu].

The Counseling faculty and staff look forward to meeting you soon!

Cordially,



**John-Nelson Pope, PhD, LPC, NCC
Program Director, Counseling Programs
School of Health Professions
pope@ulm.edu
318.342.1298**

SUMMER WORKSHOP

To enhance the quality of the online counseling courses, a workshop has been developed to give students a hands-on approach to learning. It allows students to meet faculty and provides a crucible to encourage skill development and professional identity. The residency is mandatory and takes place during the beginning of students' second year, when they have accrued 30 semester hours. All students have been informed of the workshop during their initial interviews or when they receive and read their Counseling Student Handbook. When students were originally admitted to the Counseling Program, they were required to sign and return an addendum agreeing to attend and participate in the workshop. Before students register and participate in the Summer Workshop (June 21-26, 2015), they will be asked to confirm their intention to attend using a Moodle survey: <http://moodle.ulm.edu/course/view.php?id=53369>.

The summer workshop serves to supplement skill level courses such as Counseling Methods (COUN 5010), Advanced Techniques (COUN 5011), Theories of Counseling (COUN 5005), and Group (COUN 6067) that will be taught online. Additionally, there will also be a Core Course Review and an orientation. **The workshop must be attended and successfully completed before students will be admitted into practicum and internship. Failure to participate in the summer workshop may delay graduation from the program. All students must reside on campus through the duration of the workshop.** During their residency students will interact with the faculty on campus and develop their interpersonal skills, build counseling skills, form learning groups, and receive coaching and feedback from faculty.

Since students are required to come to campus a second time to take comprehensive examinations, the workshop will be offered one time for five days.

Workshop Learning Outcomes

1. Demonstrate basic interviewing skills
2. Apply multicultural competencies to basic counseling skills
3. Demonstrate critical thinking skills of diverse and multicultural perspectives, and apply them to counseling practice
4. Describe the process of professional identity development
5. Provide constructive feedback on others' counseling skills
6. Present research focused on program development that includes components of consultation and evaluation
7. Present collaborative research focused on social change
8. Effectively lead groups and incorporate insight from practice as a member/counselor of a small group
9. Utilize feedback to improve performance
10. Demonstrate advanced counseling skills
11. Apply multicultural and diversity competencies to advanced counseling skills
12. Describe the process of preparing for field experience
13. Prepare for the NCE, NCMHCE, or other licensure exams
14. Prepare for eventual accrual of post-master's experience toward licensure

Specific Outcomes

Review of Courses: COUN-6067, COUN-5005 & 5021, COUN-5010 & 5011

As participants will have completed course work, the following learning outcomes will be reviewed during the workshop.

COUN-6067-Group Counseling

At the completion of the Group Counseling workshop, students should be able to:

- Analyze the significance of group work
- Assess competencies in group leadership and group work
- Analyze the impact of leadership styles, group types, group composition, and stages of group on group work
- Analyze the impact of culture on group work
- Analyze ethical, legal, and professional standards related to group work
- Evaluate the effectiveness of group leadership and group work
- Apply counseling theories, strategies, and skills to group work
- Apply relevant research to group work

COUN-5005 & 5021 Theories of Counseling and Maladaptive Behavior

At the completion of the Theories of Counseling and Maladaptive Behavior workshop, students should be able to:

- Develop a comprehensive understanding of counseling theories
- Start to develop a counseling identity regarding a particular counseling theory
- Understand the factors within society that influence social justice
- Develop an understanding of counseling strategies within evidenced-based counseling theories to work with individuals, couples, families, and groups of people
- Develop an understanding of multicultural counseling and advocating for diverse populations by utilizing strategies within evidenced-based counseling theories
- Develop a comprehensive understanding of family and other systems theories and major models of family and related interventions
- Develop a better understanding of prevalent descriptions of dysfunctional behavior.
- Know the symptomatic behavior underlying various DSM-5 categories of dysfunctional behavior.
- Develop a better understanding of interpersonal, biological and societal influences on an individual's functioning.
- Begin to formulate strategies for dealing with problems of dysfunctional behavior.
- Become more sensitive to issues related to working with clients whose behavior is different from yours or who have special issues (sexual orientation differences, physical handicaps, gender issues which are different from yours, or long term burdens).
- Become more competent in working with other health professionals in a collaborative capacity.

COUN-5010 & 5011-Counseling Methods and Advanced Techniques

At the completion of the Counseling Methods and Advanced Techniques workshop, students should be able to:

- Conceptualize the manner in which effective counseling proceeds from problem identification to problem resolution based on their understanding of themselves and counselor characteristics and behaviors that influence helping processes.
- Demonstrate essential interviewing and counseling skills so that they are able to develop therapeutic relationships with clients.
- Design, explain, and demonstrate rudimentary intervention strategies and successfully terminate counselor-client relationships.
- Conceptualize ethical and legal considerations regarding establishing and maintaining therapeutic relationships.

Specific Outcomes for Secondary Workshop Courses:

COUN 5022- Human Growth and Development

At the completion of the Human Growth and Development review, students should be able to:

- Understand the impact of developmental crises, disability, addictive behavior, and environmental factors on normal and abnormal behavior; how to develop programs and deliver service to this clientele.
- Understand theories of individual and family development and transitions across the life-span
- Understand the basic principles and theories about physical, cognitive, and socio-emotional development across the life-span
- Demonstrate knowledge of a specific developmental stage through a paper
- Understand and be able to apply a developmental counseling theory

COUN 5025- Addiction Counseling

At the completion of the Addiction Counseling review, students should be able to:

- Write or verbalize about theories of addictive disease and co-occurring disorders.
- Write or verbalize about psychodynamics of fantasy, addiction and addictive attachments including assessment and diagnosis.
- Write or verbalize about multicultural considerations of substance abuse counseling.
- Write or verbalize about ethical considerations of substance abuse counseling.
- Write or verbalize about prevention approaches for substance abuse.

COUN 5060- Strategies of Life and Career Development

At the completion of the Strategies of Life and Career Development review, students should be able to:

- Write in detail about a major career theory including the major positive and negative points of the theory, as well as how the theory may be improved, and finally how the theory may be applied.
- Explore and write about career, and vocational, educational, and labor market information resource, visual and print media and computer information systems.
- Show capabilities to initiate career and educational placement, follow-up and evaluation.
- Show knowledge of computer based career development applications and strategies.
- Write and/or verbalize the role and relationship of mental health in career development. This will include being able to state or write of the personal characteristics that promote or hinder career development.

COUN 5062- Assessment: Methods and Measures

At the completion of the Assessment: Methods and Measures review, students should be able to:

- Become acquainted with the history of testing and test construction; demonstrate knowledge about the historical perspectives about the nature and meaning of assessment.
- Understand the rationale and the statistical strategies (scales of measurement, measures of central tendency, validity, reliability, etc.) used in test construction and use; identify basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment.
- Be able to identify controversial issues in testing and develop reasoned opinions regarding them, including exposure to a broad review of pertinent ethical and legal issues and potential areas of development for the field.

COUN 5066- School Counseling

At the completion of the School Counseling review, students should be able to:

- Acquire a working knowledge of school settings and curricula and the ideal interface of the above with a comprehensive school counseling and guidance program.
- Demonstrate understanding of the qualities, principles, skills, and styles of effective leadership designed to enhance the learning environment of schools; discuss mental health wellness for school counselors.
- Conceptualize and describe the role and function of the school counselor at each level, elementary, middle, and secondary.
- Acquire a framework for critically evaluating and selecting resources appropriate to their school and community.

- Develop an appreciation for the counseling implications of specific populations and counselor response to ethnic, cultural, biological, and gender factors related to working with students/clients and their families.

COUN 5081- Research

At the completion of the Research review, students should be able to:

- Read and understand existing research literature as measured by papers and examinations
- Determine if conclusions follow logically from data analysis and interpretation as measured by class assignments.
- Understand how to design a study, select a sample, construct scales and evaluate the scales for reliability and validity as measured by class assignments and examinations
- Manifest a professional code of ethics and values in the code of research as measured by examinations
- Identify key concepts related to counseling and MFT outcome and process approaches and describe the appropriate application of each as measured by chapter presentations.

COUN 6040- Treating Psychological Trauma and PTSD:

At the completion of the Treating Psychological Trauma and PTSD review, students should be able to:

- Complete a clinical assessment of PTSD using DSM-IV-TR Criteria
- Conduct an extensive and professional intake for treatment in a clinical setting
- Provide viable competent clinical treatment to individuals, groups, and families, and professional collaboration and crisis
- Demonstrate understanding of the multicultural aspects in diagnosing and treating trauma including the student's self-awareness of cultural competency
- Demonstrate the ethical aspects of diagnosing and treating trauma

COUN 6052- Counseling with Special Populations: Multicultural Populations

At the completion of the Counseling with Special Populations: Multicultural Populations review, students should be able to:

- Demonstrate specific knowledge about the special populations listed in this syllabus
- Demonstrate the skills necessary to counsel with diverse groups including assessment
- Demonstrate flexibility in responding to a variety of counseling issues, including conflict resolution
- Demonstrate sensitivity to and respect for individual differences

- Demonstrate awareness of one’s own values, beliefs, and biases and the influence on the therapeutic relationship

COUN 6069- Crisis Intervention Counseling:

At the completion of the Crisis Intervention Counseling review, students should be able to:

- Demonstrate knowledge of general applied therapeutic counseling interventions;
- Demonstrate knowledge of crisis intervention therapeutic counseling models and skills, including suicide risk; understand appropriate use of diagnosis versus developmentally appropriate reactions to crisis
- Demonstrate knowledge of crisis counseling theories and community resources
- Demonstrate the ability to apply crisis intervention techniques to individuals and groups, including multicultural and student self-awareness of cultural competency
- Demonstrate the ability to apply crisis principles and concepts to counseling, education, and human development.

SCHEDULE

Students Arrive on Campus and Check in between 3:00 - 5:00 PM, Sunday June 21, 2015.

Time	Schedule	Contact Faculty
3:00-5:00 PM	Students Check into Assigned Dormitory Rooms Students receive keys, meal tickets, welcome folders	Pope/Holin
6:00-7:30 PM	Mixer with hors-d'oeuvres	Hosted by Lambda Alpha Chapter of Chi Sigma Iota & local students currently enrolled in COUN 5065 and COUN 6070

Day 1 (06/22)

Orientation

Time	Schedule	Instructor
7:30 – 8:30 AM	Breakfast at SUB	
8:30-9:15 AM	Introductions Faculty Courses usually taught	Faculty

	Specialties/Research Interests Students Student Introductions Person or event that motivated them to become a counselor	
9:15-10:45 AM	Student Workbooks Distributed Orientation Review of Student Handbook Tour of Counseling Clinic Introduction of CSI Officers	Cummins
10:45-11:15 AM	Topics in Addictions	Pope
11:15 AM-1:00 PM	Visit Bookstore & Lunch at SUB	
1:00 -2:45 PM	Topics in Professional Orientation and Ethical Practice	Cummins/Pope
2:45-3:00 PM	Break	
3:00-3:45 PM	Topics in Human Growth and Development	Cummins/Pope
3:45-4:45 PM	Topics in Trauma and Crisis	Pope/Cummins
4:45-6:30 PM	Dinner at SUB	
6:30-8:30 PM	Speaker: Dr. Linda Griffin, LPC, Former President of Louisiana Counseling Association Dean of Student Development, Louisiana Tech University	Griffin

Day 2 (06/23)

Group Counseling Workshop

Time	Schedule	Instructor
8:30-11:30 AM	Introduction to Group Work	Holin
11:30 AM-1:00 PM	Break/lunch	
1:00-2:15 PM	Small Group Project	Holin/Pope
2:15-2:30 PM	Break	
2:30-4:00 PM	Student Led Group Session	Holin/Pope
4:00-5:00 PM	Topics in Multicultural Competency: Social and Cultural Diversity	Holin/Pope

5:00-6:30 PM	Dinner at SUB	
6:30-8:30 PM	Speaker: Mary Alice Olsan, Executive Director LA LPC Board of Examiners Topic: Becoming a Licensed Professional Counselor Reception	Olsan

Day 3 (06/24) Counseling Methods & Advanced Techniques Workshop

Time	Schedule	Instructor
8:30-11:30 AM	Introduction to Counseling Methods & Advanced Techniques	Holin
11:30-11:45 AM	Break	
11:45 AM-1:15 PM	Luncheon: Dr. William McCown, Associate Dean of Research, ULM Topic: Intersection of Neuroscience and Counseling Meet in SUB faculty dining room.	McCown
1:15-2:15 PM	Small Group Project	Cummins/Holin
2:15-2:30 PM	Break	
2:30-4:00 PM	Student Demonstration of Methods and Techniques	Cummins/Holin
4:00-5:30 PM	Preparing for Field Placement: Practicum and Internship	Cummins/Pope
5:30 -	No Scheduled Activities (Students may eat on campus or dine at local restaurants.)	

Day 4 (06/25) Counseling Theories Workshop

Time	Schedule	Instructor
8:30-10:15 AM	Introduction to Theories, PT I	Holin/Faculty
10:15-10:30 AM	Break	
10:30 AM-Noon	Introduction to Theories, PT II	Holin/Faculty
1:00-2:15 PM	Small Group Project	Holin/Cummins
2:15-2:30 PM	Break	

2:30-4:00 PM	Student Demonstration of Theories	Holin/Cummins
4:00 -5:30 PM	The How and When of Consultation and Supervision	Cummins
5:30-:6:30 PM	Dinner at SUB	
6:30-8:30 PM	Keynote Speaker: Don W. Locke, EdD—former president of the American Counseling Association and current Dean of Education, Mississippi College	Locke

Day 5 (06/26)

Core Area Review

Time	Schedule	Instructor
7:00-8:00 AM	Breakfast and Checkout of Dorms	
8:30 –9:45 AM	Topics in School Counseling	Johnson/Holin Guest Speaker: Ms. Doll Ann Johnson, School Counselor, Sterlington High School
9:45-11:00 AM	Core Area Review: Helping Relationships; Lifestyle and Career Development	Cummins
11:00 AM- Noon	Core Area Review: Assessments	Pope/Galick
12:00 – 1:00 PM	Break/lunch	
1:00-2:00 PM	Core Area Review: Research	Pope/Galick
2:00-2:15 PM	Break	
2:15-3:00 PM	Reflection (Presentation of Certificates of Completion)	Cummins/Pope
3:00 PM	Dismissal	

EXPENSES

Students are responsible for their own travel to and from Monroe and **are required** to stay on campus in residence halls. With prior notification, representatives from the Counseling Program will be happy to pick up and return students from the Monroe Regional Airport. Students will be notified when they may enroll for their workshop at the ULM Continuing Education Portal [<https://webservices.ulm.edu/ce/>]. *Scholarships or financial aid is not available*

Room/Board/Tuition/Fees	\$1,700 All Inclusive
Due by May 15, 2015	[Room, Board, Supplies and Tuition]

For more information regarding the registration process, please contact:

Ms. Katie Smith, Coordinator Non-Credit Programs
Extended Learning/Quality Enhancement
University Library 109
700 University Ave.,
Monroe, LA 71209
(318) 342-3022
ksmith@ulm.edu

Before students register and participate in the Summer Workshop (June 21-26, 2015), they will be asked to confirm their intention to attend using a Moodle survey: <http://moodle.ulm.edu/course/view.php?id=53369>. Students will find the survey under the topic “Workshop Information”. Please click on the link with the icon “Required Workshop Response”.

Grading Format

Summer workshops will be graded using the C/NC format; however no formal academic credit will be awarded. Students unable to master the week’s curriculum may not be allowed to progress to Practicum/Internship. Students may appeal a decision by program faculty by following the remediation and appeal process delineated in the Counseling Student Handbook.

Refund Policy

Because the summer workshop is an integral and essential aspect of counselor training and students cannot proceed to COUN 5065 (Practicum) without participating, we regret that there will be no refunds. Failure to participate in the summer workshop may delay graduation from the program.

Student Survey

Students will have the opportunity to evaluate their summer workshop experience. Post-summer workshop surveys will be e-mailed to students on the last day of summer workshop. These surveys address student opinions about perceived growth in specific program outcomes as well as satisfaction with summer workshop seminars, plenary sessions, logistics, and events.

Disability Services (Special Needs)

Students requesting accommodations at summer workshops must make arrangements with the Counseling Center several weeks prior to the event. Students with disabilities are encouraged to apply for assistance at www.ulm.edu/counselingcenter/special.html (include phone number) Faculty and/or staff members are informed of those accommodations if they affect the classroom environment, such as the following examples:

- A sign language interpreter will be working in the classroom.
- The student will need special seating arrangements.
- Closed captioning will be required.
- The student will need frequent breaks.

ADDENDUMS

ADDENDUM A

SUMMER WORKSHOP FAQs

Overview

The CACREP accredited Counseling Programs [Clinical Mental Health Counseling (CMHC) and School Counseling (SC)] require one 5-day on-campus summer workshop during the summer of the student's second year. *Students will not be permitted to proceed to Practicum or Internship until they successfully complete the workshop.* Besides the academic component, students will receive orientation, advising and preparation for the National Counselor Examination (NCE).

FAQs

- **Why do the ULM Counseling Programs now require that all students attend Summer Workshop?**

That is a good and fair question. Since 2012 all students accepted to the CMHC and SC programs have been told to be prepared to attend one summer workshop. Accredited online programs typically require summer or mid-year short residencies. Most require their students attend two and even three residencies. At this point, ULM students are required to come only once to campus for a residence. Your faculty recognize the importance of providing students with an excellent, affordable education. At this time, all distance learners, whether they reside in Louisiana or out of state are required to attend the summer workshop during the last full week in June.

- **What is the Purpose of Workshop?**

Counseling faculty have designed the workshop to facilitate relationships between students and faculty while engaging in academic and social activities. Workshop is also where our students meet in person—sometimes for the first time—and form bonds which carry on into the online learning environment and beyond.

- **Are classes offered during Workshop?**

Classes offered during workshop are foundational to students' professional and skill development. Students will review portions of their skills-based courses, receiving advanced experiential training in group and techniques. As they continue the process of developing their theoretical orientation, they will apply what they learned in two mock interviews/counseling sessions in the Community Counseling Clinic.

- **What will the intensive one-week courses be like?**

Classes will typically meet from 8:30 AM to 8:30 PM with a mixture of lecture, discussion, group work, videos, and applied exercises. Students will also have the opportunity to attend lectures delivered by national leaders in the fields of Counseling

and Psychology. After each presentation, students will be able to engage the presenter with questions and discussion.

- **What costs should I prepare for during Workshop?**

The cost for tuition, room and board for the week is \$1,700 inclusive. Students will be provided keys and meal tickets when they check in on Sunday. Students are responsible for their own transportation to and from Monroe, LA. Given sufficient notice, representatives of the Counseling Program will gladly pick up from and return travelers to the Monroe airport.

- **I noticed how busy we will be throughout the workshop. Will we have any free time?**

Yes, although it isn't a great deal. We have designed the classes so that you will not need to do homework or reading assignments when the day is over. On Wednesday evening of the workshop, students are given time to eat local cuisine at their own expense at restaurants of their choosing. Those not wishing to leave campus are encouraged to use their meal ticket for dinner at the SUB.

- **Where do I go for a parking permit?**

Upon arrival to the campus, proceed to the University Police at 3811 Desiard Street Monroe, LA 71209. Bring CWID, driver's license, license plate information, and proof of temporary workshop or a letter of special accommodation. Summer workshop students will be issued a temporary hangtag. Hangtags must be displayed from the rearview mirror with the numbered side facing out the windshield. Students must park only in designated zones. Vehicles parked outside of designated areas will be ticketed and the student will be responsible for any fees assessed to the vehicle. For more information, call 318-342-5350 or 318-342-7850. Visit www.ulm.edu/police/parking for a map of campus zones and list of violations prior to parking on campus.

- **How should I dress during Workshop?**

The program is meant to train student to become professionals in the field of clinical mental health counseling or school counseling. While there is no specific dress code for workshop, we expect the students' attire to reflect their unique status as graduate students and future professionals. Business casual is recommended. The wearing of shorts, flip-flops, tattered jeans and tee shirts are not permitted. For an idea of what Business Casual is, please visit:

http://www.calcpa.org/Content/Files/HR%20PDFs/Sample_Dress_Code.pdf

- **Should I bring my computer or tablet to Workshop?**

Students are encouraged to bring their computers and mobile devices to Workshop. While students will have access to on-campus computers during Workshop, it is more convenient for our students to work with their own computers and technology to ensure their systems meets the minimum technology requirements for our program. In addition, students may find technology assistance from the University Computing Center Helpdesk at (318) 342-3333/5047 [<http://www.ulm.edu/computingcenter/helpdesk>].

- The use of cellphones and texting during class is prohibited. Phones should be placed on silent or vibrate mode and may be checked during breaks.
- **Where do I go if I have more questions about Workshop?**
Faculty are committed to helping our counseling students successfully navigate our master's degree program. Please do not hesitate to contact Dr. Damion Cummins, Summer Workshop Director, at (318) 342-3084 or by email: cummins@ulm.edu.

ADDENDUM B

Agreement of Terms for Acceptance into Program

I _____, by signing this document **verify that I received a copy of the Counseling Student Handbook**. I understand that it is my responsibility to read the handbook and become familiar with the policies of the ULM Counseling Programs. I further understand that it is also my responsibility to meet with my advisor to get advised before enrolling in classes, if I have questions, or if there is any policy that is unclear. I also understand that the counseling program is in transition and policies and dates are being changed and/or updated while I am in the program.

Now that the counseling program is fully online, all students, including out of town and out of state students, will be required to attend one 5-day summer workshop on ULM's campus. This workshop, to be held the last week in June, will allow students to further develop their skills and receive coaching and feedback from faculty. **The workshop is required; there are no exceptions.** Students will be responsible for travel expenses to and from ULM

I further understand that the Counseling Program is a professional program, and as such, students can be dismissed for nonacademic reasons: if they lack the necessary skills and knowledge needed to successfully help clients, if their behavior is deemed unprofessional, unethical, or can cause harm to clients.

It is further understood that the Counseling Program is a professional program where students must be able to demonstrate their skills. All counseling students will be required to attend at least 12 counseling sessions throughout their educational experience in order to gain experience as a counseling client and to address issues that may serve as a barrier to their ability to be counselors.

Often students have issues and "blind spots" that hinder their ability to work with clients, in such cases, the student may be asked to seek additional personal counseling. Refusal to attend these recommended counseling sessions or not developing the necessary skills to effectively help clients may result in dismissal from the program.

Students who do not demonstrate professional and ethical behavior as outlined in the ACA Code of Ethics and the ACA Multicultural Competencies will be dismissed from the counseling program.

Students must pass the standardized comprehensive examination to graduate from and complete the counseling program. Students are allowed three attempts to pass the comprehensive exam. Failure to pass after three attempts will result in dismissal from the counseling program.

In summary, I _____ have read the above statements and understand and accept the stated terms and conditions of the Counseling Program.

Student Signature

Date

Please read, sign, and return this page to the Program Director to be placed in your file. Be sure that you receive a signed copy of this statement for your own records.

ADDENDUM C

GUEST SPEAKER BIOGRAPHICAL SKETCHES

DR. LINDA D. GRIFFIN, LPC-S, NCC, NCCC



Linda D. Griffin holds a BA in Education, English and Dramatic Arts (Longwood University); MA, Counseling and Student Personnel Services (Virginia Tech); and Ed.D Educational Leadership (Louisiana Tech University). Linda's career includes middle school teaching and post-secondary counseling. She retired from Louisiana Tech, where she served as Counselor and Coordinator of Career Development, Director of Counseling Services, and most recently, Dean Emerita of Student Development. At Louisiana Tech she served on the Nursing Admissions Committee, First Year Experience Committee, Emergency Response Team, Sexual Assault Task Force, QEP Design Team, and she chaired the Common Read Committee and ADA Council, among other responsibilities.

Linda is an NCC, NCCC, LPC-S, and holds Appraisal Privilege. She has been active in LCDA (past treasurer), LCCA (past president) and LCA (past president) for over 28 years. She has been a member of ACA for 41 years.

As a counselor, Linda's interests included career decision making, eating disorders, and relationship violence. She continues to coordinate the North Louisiana Association of Counselors, which meets several times a year in Monroe. She also continues to serve as a resource speaker for select classes and community groups, and she is an adjunct faculty member for the Louisiana Tech doctoral program.

Dr. Griffin will address workshop participants about the importance of counselors practicing in state belonging to the LCA. Chartered in 1968, the LCA is a state branch of the American Counseling Association (ACA). The LCA encompasses a broad spectrum of groups in the field of professional counseling and provides an opportunity for sharing and professional growth. There are ten divisions and one affiliate that are a part of LCA. The Louisiana Counseling Association represents LPCs, LMFTs, school counselors, college counselors, college educators, substance abuse counselors, career counselors, multicultural counselors, and religious counselors.

MARY ALICE OLSAN



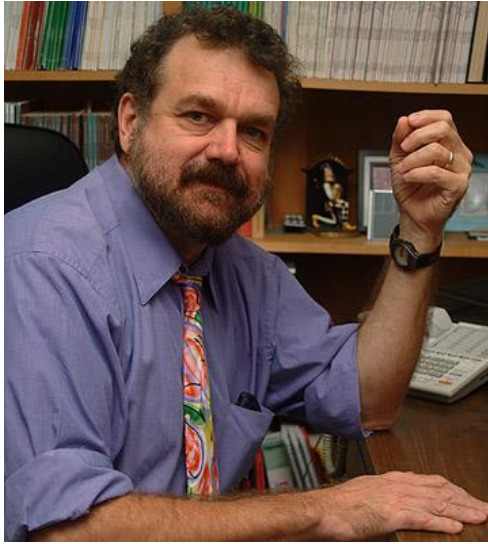
Mary Alice Olsan graduated with a B.S. in Psychology from the University of Georgia and began her career as a Technical Writer for a software company in Baton Rouge, Louisiana. She was promoted to Business Manager and then to Director of Strategic and Corporate Development. Olsan also worked for the National Center for Biomedical Research and Training, an anti-terrorism organization associated with Louisiana State University.

Olsan's experience in writing, business management, sales, public relations, marketing, and federal regulations prepared her well for her current role as Executive Director of the Louisiana LPC Board of Examiners. Since her arrival at the Board in February of 2011, Olsan has developed and secured the Board's financial solvency and has streamlined the registration, licensure, and renewal processes for Counselor Interns, LPCs, MFT Interns, and LMFTs.

Olsan has also cultivated relationships with the state professional organizations and was designated by the Board as the Official Liaison to the Louisiana Counseling Association (LCA) and Louisiana Association of Marriage and Family Therapy (LAMFT).

Olsan works closely with the National Board of Certified Counselors (NBCC), chairs the Association of Marital and Family Therapy Regulatory Boards' (AMFTRB) Election Committee, serves on the American Association of State Counseling Boards' (AASCB) Nominating Committee, and is the Executive Director Representative on the Executive Committee of AASCB. Olsan is genuinely passionate about public protection and the right of all individuals to have access to quality, regulated mental health care.

WILLIAM G. McCOWN, PhD,



Dr. McCown is the Associate Dean of Research in the College of Business and Social Sciences and Louisiana Licensed Psychologist. He earned his doctoral degree in Clinical Psychology at Loyola University Chicago and he completed a Child and Adult Clinical Internship at Tulane University Medical Center. He began working at ULM in January 1995.

Dr. McCown co-authored, with Dr. Linda Chamberlain a fellow clinical psychologist, *Best Possible Odds* (John Wiley and Sons, 2000) and is cited as a catalyst for helping to destigmatize treatment of pathological gambling. He co-authored a more recent volume, *Treating Problem Gambling*, (John Wiley and Sons, 2007) with Canadian addiction specialist Dr. Bill Howatt. It is a practical guide for helping therapists and counselors find concrete interventions that they can use when a problem or pathological gambler comes into their office.

DON W. LOCKE, EDD, LPC, LMFT – KEYNOTE SPEAKER



Dr. Don W. Locke received the Bachelor of Science in History with minors in English, Education, and Speech and also the Master of Education in Counseling from Mississippi College. He received the Doctorate of Education in Higher Education from the University of Mississippi. Dr. Locke has been in higher education (Mississippi College, the University of Louisiana at Monroe, and Mississippi State University) for forty years serving as professor, program coordinator, department chair, assistant and associate dean, and dean. Since 1998, he has been Dean of the School of Education at Mississippi College.

Dr. Locke is a licensed professional counselor (LPC) and has held licenses as a marriage and family therapist in Louisiana and Texas. He is past president of the International Association of Marriage and Family Counselors (IAMFC), the Student Personnel Association for Teacher Education (SPATE), the Southern Association for Counselor Education and Supervision (SACES), and the Mississippi Association for Colleges of Teacher Education (MACTE). He has served as a member and vice-chair of the Council for the Accreditation of Counselor Education and Related Educational Programs (CACREP) and on the Governing Council of the American Counseling Association (ACA). He has also been a member of the Board of Examiners for the National Council for the Accreditation of Teacher Education (NCATE).’

Dr. Locke is a past-president of the American Counseling Association (ACA) and served as ACA's 60th president from 2011-2012. Dr. Locke has been active in his community and church.

ADDENDUM D

WORKSHOP FACULTY



Pope, John Nelson
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Notes