



PENNSYLVANIA COUNSELING
ASSOCIATION

A Branch of the American Counseling Association

Pennsylvania Counseling Association 2011 Annual Conference: Celebrating Creativity in Counseling Learning Institute Program Descriptions

The PCA Conference Committee is pleased to announce a series of informative Learning Institutes to help you make the most of your conference experience. This is an excellent way to connect with colleagues and earn CEUs! The presenters are highly recommended and have been selected for their particular expertise in their topic areas.

Details:

When: Friday, October 21st, 2011 from 1:00-5:00 p.m.

Where: Penn Stater Hotel, State College, PA

Cost:

	Before 9/1/11	After 9/1/11
PCA Member	\$80	\$90
Non-Member	\$100	\$110
PCA Student Member	\$45	\$50
Student Non-Member	\$55	\$65

Registration will be available on-line at: www.pacounseling.org

Learning Institute #1

*Creative Responses to Client Creativity in Counseling: A Master Supervision
Opportunity for Practicing Professionals*

Presenters:

Nina Denninger, M.A., ATR-BC, LPC (Registered and Board Certified Art Therapist)
Dana Elmendorf, M.A. ATR-BC, LPC (Registered and Board Certified Art Therapist)

Ms. Denninger and Ms. Elmendorf, both Registered and Board Certified Art Therapists, and Licensed Professional Counselors, teach art therapy at Seton Hill University.

Between them they have over 50 years of experience practicing, teaching and supervising. This workshop provides an opportunity for counselors who have current cases in which they are using creative techniques, but have not been trained in the creative arts therapies to review their cases, pose questions, and share creative ideas for continuing work with their clients.

Description:

Counselors often have clients who can benefit from using creative processes in counseling. This learning institute is designed for counselors who find themselves using creativity in counseling, but without having been trained in any of the creative or expressive therapies. Underlying theories and principles of ethical practice will be reviewed in the early part of the workshop. This will be followed by opportunities for participants to review case material participants bring to the workshop. Participants must come prepared to sign a waiver stating that any clients discussed have given permission for their cases to be presented while maintaining their anonymity.

Goals and Learning Objectives:

To provide an opportunity for counselors who are using creative techniques, but have not been trained in their use

Participants will learn:

- A. Theories underlying the use of creativity (specifically projective activities) in counseling
- B. General principles of practice for using creative processes in counseling
- C. To process case material from their own practices with a supervisor trained in the use of creative processes in counseling.

As a result of participating in this Learning Institute participants will:

- a) Be able to identify and articulate the theoretical constructs of projection and projective techniques and their relevance to the use of creative modalities in counseling
- b) Be able to identify and apply specific principles of practice when using creative modalities in counseling (e.g., how to respond to and facilitate the client's ongoing engagement with the material that emerges when using creative techniques or modalities)
- c) Be able to identify and discuss important ethical issues that arise when using creative approaches in counseling
- d) Be able to describe the rationale for suggesting a specific creative direction or creative technique for a client brought to the master supervision session.

Learning Institute #2

Ethical Issues in Working with Lesbian, Gay, Bisexual, and Transgender Clients

Presenters:

Connie R. Matthews, Ph.D., NCC, LPC

Peggy Lorah, DEd., NCC, LPC

Dr. Matthews is managing partner of New Perspectives, LLC. She has worked as a practitioner, an educator, and a researcher for over thirty years, helping professionals and community members to be more responsive to the needs of diverse populations. She has worked with community mental health and drug and alcohol programs, community action, youth programs, and in higher education. She has taught at Penn State University, Shippensburg University, Lehigh University, Slippery Rock University, and the University of Memphis. She has conducted research and published extensively in the area of affirmative services with lesbian, gay, and bisexual populations. She is the Past Chair of the American Psychological Association Committee on Lesbian, Gay, Bisexual, and Transgender Concerns and the Associate Editor of the Journal of LGBT Issues in Counseling. She has recently been serving on a statewide work group with the PA Office of Mental Health and Substance Abuse Services to improve access to culturally competent care for lesbian, gay, bisexual, transgender, questioning, and intersex consumers across the state and on the Cultural Competence subcommittee of the Clinical Standards committee with the PA Department of Health Bureau of Drug and Alcohol Programs, working to improve cultural competence in assessment and placement of consumers entering the substance abuse treatment system.

Dr. Lorah is Director of the Center for Women Students at Penn State University and a partner in New Perspectives, LLC. She has worked as a practitioner and an educator for over twenty years, helping professionals and community members to be more responsive to the needs of diverse populations. She is a licensed professional counselor and has practiced as a clinician in community mental health and drug and alcohol programs. She has also worked in human service agencies, domestic violence programs, community action, youth programs, and higher education. In these capacities, she has worked closely with a broad range of clients and students, specializing in trauma, addictions, and systems advocacy. She has conducted and published research in the area of affirmative services with lesbian, gay, and bisexual populations. She is past president of the Pennsylvania Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling.

Description:

This program will address ethical issues that counselors need to be aware of when working with gay, lesbian, bisexual, and transgender clients. It will focus on the *ACA Code of Ethics*; however, the ethical codes of other mental health associations will be

considered. Relevant policy statements will be addressed. Participants will have the opportunity to apply this information to case discussions. Discussion of ethical concerns in working with LGBT clients will be both didactic and interactive. Presenters will offer information based on their professional work and scholarly literature while also encouraging discussion from participants through use of PowerPoint presentation, and small and large group discussion. Participants will also have the opportunity to apply what they learn to hypothetical case material and ethical dilemmas. Presenters will introduce participants to resources to help in their ethical work with LGBT clients.

Goals and Learning Objectives:

Participants will:

- A. Be able to apply the *ACA Code of Ethics* and other professional mental health association codes of ethics to work with lesbian, gay, bisexual, and transgender clients
- B. Become familiar with policy and position statements from ACA, APA, ASCA, and other professional mental health associations regarding work with LGBT clients, as well as recent policy statements from the PA Department of Public Welfare, Office of Mental Health and Substance Abuse Services
- C. Become familiar with several recent legal cases pertaining to counselors working with LGB clients
- D. Be able to apply the *ACA Code of Ethics* and various policy statements to work with LGBT clients through active discussion in the session, case conceptualization, and ethical dilemmas

Learning Institute #3

Overcoming Obstacles Creatively: An Art Therapy and Social Problem-Solving Approach to Helping People with Auto-immune Disorders

Presenter: Barbara Parker-Bell, PsyD, LPC, ATR-BC

Dr. Barbara Parker-Bell is an Assistant Professor of Art in the Art Department at Marywood University. She currently serves as the Director of the Graduate Art Therapy Program and the coordinator of the Bachelor of Arts Degree in the Art Therapy Program. She has been teaching at Marywood University since 2001. In addition to teaching, Dr. Parker-Bell is a Licensed Professional Counselor, and a Registered and Board Certified art therapist. She has worked in diverse clinical settings and continues engagement in private practice. Dr. Parker-Bell is currently a Director on the Board of the Directors of the American Art Therapy Association. Her educational background includes a BFA from University of Michigan, a Masters in Expressive Arts Therapies from Lesley College (now University) in 1985 and a Doctorate in Clinical Psychology from Philadelphia College of Osteopathic Medicine in 2008.

Goals and Learning Objectives:

D’Zurilla, Zwick, Nezu, and Maydeu-Olivares (2004) state that problem-solving outcomes are largely determined by problem orientation and problem-solving style. Problem orientation relates to how a person appraises the process of problem-solving. For example, a person who has a positive problem-solving orientation holds beliefs that problems are a solvable, manageable challenge. In addition, he believes that he has the ability or skills to solve problems that may arise. This set of beliefs results in a constructive approach to problem-solving. This negative orientation often results in frustration and distress. To help individuals change their maladaptive beliefs about problem-solving and to help them become effective problem-solvers, D’Zurilla and Godfried (1971) designed a Problem Solving Therapy (PST) framework to use for training. PST has been shown to be effective with a broad range of adults including those with a broad range of adults including those with medical or emotional issues as well as other concerns (Nezu, D’Zurilla, Zwick, & Nezu, 2004). This author proposes that arttherapy techniques can enhance PST. Using art media to support the PST protocol provides a pleasurable component to the process and may support use of positive problem-solving strategies. Explorations of the PST and Art Therapy combination are currently being utilized in groups for people with autoimmune disorders.

In this presentation, theory, and outcomes of PST/Art Therapy integration will be presented. In addition, workshop participants will be provided related educational material and will be guided through several art based activities that integrate art therapy techniques and social problem-solving approaches.