

# IAC Conference 2015

Verona, Italia

**Professione  
counselling:  
costruire ponti  
verso il benessere**

La sfida dell'emigrazione  
L'uguaglianza di genere

**3-6 settembre  
Verona, Fiera**



Organizzazione  
delle Nazioni Unite  
per l'Educazione,  
la Scienza e la Cultura



Commissione Nazionale  
Italiana per l'UNESCO

Sponsor



REGIONE del VENETO

provincia  
verona

Comune  
di Verona

# CONFERENCE PROGRAM

THURSDAY, SEPTEMBER 3, 2015

Workshops: 8.30-16.30

Conference Opening – Apertura Convegno: 17.00-19.30

Welcome Cocktail – Cocktail di Benvenuto 19.30

## Workshops

08.00 Registration for Workshops & Conference – Iscrizione workshop e Convegno  
 08.30-12.00 Workshops in parallel (all Italians except W5 – Workshops description from p. 59)

Leader	Co-leader	Title	Location
Nicola Conte CLOVER S.A.S.	Giuseppe Reale	<b>W1. Chi cerca lavoro trova se stesso. L'applicazione dell'approccio COREM (Comunicazione-Relazione-Emozione) nel Career Guidance</b>	Sala Vivaldi
Alessandro Onelli SynaptoGenesis		<b>W2. Multidisciplinarietà e Multiculturalità nel Counselling</b>	Sala Salieri
Valentina Sambrotta- Associazione Culturale Afrodite		<b>W3. Vittime di un amore criminale: la violenza sulle donne in famiglia</b>	Sala A
Annachiara Scamperle, Associazione Italiana Colloquio Motivazionale	Valerio Quercia	<b>W4. Conversazioni sul cambiamento con gli adolescenti. Il contributo del Colloquio Motivazionale al counseling con gli adolescenti e i giovani adulti.</b>	Sala Respighi
Maria Luisa Trinca	Liana Gerbi, Maria Cristina, Vittorio Balbi, Ivano Billi, Paola Avallone	<b>W5. La donna nel suo ciclo di vita: crescita evolutiva e valori fondamentali del femminile (The Woman In Her Life Cycle: Growth And Evolution Of Women's Fundamental Values Experiencial Workshop: From Theory To "Hands On" Practice -An Essential English Translation Shall Be Available)</b>	Sala Rossa
Anita D'Agnolo Vallan DISVI, Organizzazione Non Governativa	Ing. Andrea Rubin, Presidente di Disvi	<b>W6. Sviluppo di capacità specifiche per progettare interventi, finalizzati a rafforzare i diritti di donne e bambine in contesti fragili, attraverso il modello sistemico</b>	Sala B

12.00 Lunch

13.00-16.30 Workshops in parallel (Workshops description from p. 59)

Leader	Co-leader	Title	Location
Jeremy Berry Texas A&M	Samuel Fiala	<b>W7. Global Greying: Essential guidelines to counseling the aging population.</b>	Sala A
Erika Raissa Nash Cameron, University of San Diego	Ian Martin	<b>W8. Internationalizing Counselor Education through Collaboration and Global Study</b>	Sala B
Jamie Brant, Kent State University	Logan Vess	<b>W9. Supervision in Career Counseling: Outsider Witnessing</b>	Sala Respighi
Donna M. San Antonio, Lesley University	Lisa Fiore	<b>W10. Collaborative Developmental School Counseling: Building a School-Wide Approach</b>	Sala Vivaldi

## OPENING CEREMONY – APERTURA CONVEGNO

-Sala Verdi-

- 16.30 Registration - Iscrizione
- 17.00 Opening Ceremony  
Welcome Speech by Dr. **Dione Mifsud**, IAC President  
Dr. **Jessica Bertolani**, IAC Conference Local Coordinator
- 17.30 Greetings from Italian Minister Representatives: honorable **Alessia Rotta**, Italian Parliament;
- 18.00 Keynote Speech by **Gay Puketapu-Andrews** Counsellor, Clinical and Cultural Supervisor,  
Lecturer in Counselling:  
**The Impact of Colonisation on Gender Status in Maori Society and Empowering Responses**
- 19.00 Greeting from Italian Counseling Associations Representatives
- 19.30 **Welcome Cocktail** in Sala Rossa/Salone Margherita



### **Gay Puketapu-Andrews**

is of Te Ati Awa, Ngati Toa and Pakeha descent residing on the Kapiti Coast of Aotearoa, New Zealand. She has practised as a counsellor, supervisor and trainer for over 25 years, including 13 years within a kaupapa Maori (Indigenous) service. She is currently in private practice providing Sexual Abuse and domestic violence counselling, GP referred and workplace referred counselling, as well as both clinical and cultural supervision. She has focussed on providing counselling services to Maori in the Wellington region for many years. In this time she has worked with hundreds of Maori women, children, men and whanau (family) and been privileged to share in their stories and journeys. Much of her knowledge about how she works as a counsellor and what she understands about the needs of her people in the counselling context, comes from this experience. Gay has presented many training seminars, taught as a lecturer on the counselling degree of a tertiary institution and provided facilitation in a number of settings. She is currently an executive member of the New Zealand Association of Counsellors currently in the role of te ahi kaa (representing Maori members) and previously has been a member of their Ethics Committee and Regional Ethics Team. She has extensive experience in working towards developing cultural best practice and has established her reputation as a provider of cultural supervision within the counselling community.

**\*Servizio di traduzione consecutiva**



## FRIDAY, SEPTEMBER 4, 2015 \_ 9.00-17.30

### 9.00-12.30: Sala Verdi – Simultaneous translation available (servizio di traduzione simultanea)

08.00 Registration - Registrazione

09.00 Keynote Speech by Dr. **Mona Amer**, Professor of psychology at The American University of Cairo



**Dr. Mona Amer** is a Professor of psychology at The American University of Cairo. Her primary research program focuses on minority mental health; in particular racial/ethnic disparities in behavioral health. She is interested in how immigration experiences, acculturation stressors, discrimination/ stigma, and minority status contribute to these disparities, and the roles of culturally competent services and community-based programming in eliminating the inequalities.

Professore di Psicologia presso l'Università Americana del Cairo.

Programmi e ambiti di ricerca: la salute mentale delle minoranze, in particolare le disparità etniche/razziali nella salute comportamentale; come il ruolo di immigrazione, fattori stressogeni di acculturazione, discriminazione/stigma e lo status di minoranza contribuiscono a queste disparità; il ruolo dei servizi culturalmente competenti per eliminare le disuguaglianze.

10.00 Conference Orientation (brief explanation of working groups – spiegazione gruppi di lavoro in sessioni parallele)

10.10 **Tommaso Valleri di Setriano**, President, Federcounseling: ***Federcounseling: a shared project for the development of the profession (Federcounseling: un progetto condiviso per lo sviluppo della professione)***



#### **Tommaso Valleri di Setriano**

Counselor trainer e supervisore. Attualmente è Presidente di Federcounseling e Segretario Generale di AssoCounseling.

Supervisor and trainer counselor. General Secretary of AssoCounseling, is currently President of Federcounseling.

Federcounseling is a national federation open to all Italian counseling associations that meet the criteria established by Law January 14, 2013 number 4, "Provisions relating to professions not organized" and the ethical principles of the federation. Federcounseling, as required by law, it is also set up as "aggregative form", with specific functions of promotion and qualification of counseling. Federcounseling was founded in 2013 and its founding members are: AICo (Italian Counselling Association), ANCoRe (National Association of Relational Counselor), AssoCounseling and SICOOI (Italian Society for Counselor and Holistic Operator). After the entry of FAIP Counseling, REICO and AProCo (Association of Professional Counselling) in 2015, Federcounseling now represents more than 5,000 counselors (about 70% of all Italian registered counselor). Federcounseling is, as National Coordinating Committee (NCC), the only Italian representative of the European Association for Counselling (EAC).

10.30 Break & Posters session 1 – Pausa caffè e sessione poster n.1 (p. 21)

11.00-12.30 Plenary session: Ethics Roundtable – Tavola rotonda sull'Etica

The international round table on ethics is a regular feature of the IAC. This round table discussion brings together an international group, who will talk about how boundaries are constructed within the counselling profession in their respective countries, and will initiate a discussion on boundaries in counselling: how they matter, their benefits, and their challenges. Their contributions will then serve as a stimulus to engage participants in a round table discussion of boundaries in the profession, providing us with an opportunity to inform and learn from each other.

La Tavola Rotonda sull'Etica offre l'opportunità di dialogare con esperti di etica nel counseling provenienti da vari paesi del mondo e con cui discutere di importanti questioni deontologiche e dilemmi etici culturalmente rilevanti.

**Ron Lehr**, Ph.D. in Counselling Psychology, facilitator of the Round Table, Professor at Acadia University, Canada)

**Professor Tim Bond**, University of Bristol UK and Malta

**Barbara Herlihy**, Ph.D., LPC-S, NCC, University of New Orleans

**Selebaleng Silver Mmapatsi**, Counselling Psychologist and Deputy Director, Careers and Counselling Centre, University of Botswana (UB)

**Blythe Shepard**, Professor in counselling education at the University of Lethbridge

**Sue Webb**, private practice as a counsellor, supervisor, trainer and consultant

**Annaguya Fanfani**, Ph.D in peace studies and conflict resolution, Adjunct Professor at University of Siena

- 12.30 Lunch in Sala Rossi/Margherita – Pranzo in Sala Rossi/Margherita
- 13.30 Working groups 1– Presentazioni parallele sessione 1 (list p. 14 - description from p. 23)
- 15.30 Break + poster session 2 – Pausa + sessione Poster n.2 (p. 21)
- 16.00-17.30 Round Tables and panels running parallel – Tavole Rotonde/Pannelli in parallelo

**P1 | Counselling Practitioner's Round Table - Sala Respighi**

The aim is to provide a forum within the International Community of Counsellors for practitioners to share and discuss matters arising from their practice for celebration or concern; create mutual support and encouragement across International and multi-cultural contexts around the world using video conference, webinar, Skype, e-mail and text, designed to combat isolation; and to address the wider professional and research community with matters of interest or concern.

Presenters:

**John Prysor-Jones** FRSA, MA, BSc, DPS, MBACP (Accred), Executive Council Member, International Association for Counselling, Lead for Counselling Practitioner's RoundTable.

**Dr. Nate Perron**, Director of Online Clinical Training and core faculty member with Northwestern University's counseling program. Presentation: *Understanding Overseas Students' Experiences of Counselling when in the USA*,

**Dr. Jabu Muchado**, Botswana. Presentation: *Developing a Framework for International Counselling*

**P2 | Tavola rotonda sul counseling nelle organizzazioni (Ita) - Sala Mozart**

Obiettivo è promuovere la cultura del counseling nelle organizzazioni quale nuova frontiera del marketing, inteso come strumento per migliorare le performance dell'azienda e favorire il benessere di dirigenti (management), dipendenti e clienti, facilitando la condivisione di strategie efficaci per raggiungere obiettivi personali e di gruppo.

Relatori:

**Dr. Chiara Veneri**, Moderatrice e relatrice, Counselor Sistemico & European Accredited Counsellor, Presentazione: *Dalle intenzione agli effetti passando per le azioni* – Ospite: **Andrea Andreta**, Amministratore Delegato (Chief Executive Officer, Branch Italy ARAG SE)

**Dr. Elisabetta Cristofori**, Manager Recruiting and Training Tetra Pak, e **Dr. Alessandra Moretti**, Supervisor Counselor & Counselor aziendale. Presentation: *Il counseling in azienda: il Caso Tetra Pak*.

Dr. Alessandro Onelli, Counselor trainer, Presidente Synapt...Il counseling come tecnica di support agli esodi aziendali

**P3 | Mexican Immigrant Mental Health: A Panel Discussion on the Current Immigration Crisis in the American Southwest (Eng) - Saletta A**

The shift of populations and people groups, both elective and forced, across the globe, creates unique challenges for the counseling community. The ability and willingness of the profession to respond to these challenges is critical. The Migration Policy Institute, a non-partisan, independent think tank tracking the global movement of people, reports that as of 2012, America's immigrant population numbered more than 40 million people, or 13% of the overall population. Of this group, 11.6 million are estimated to be of Mexican origin with the majority settling in the west and southwest regions of the United States. These individuals, couples and families will face issues largely unknown to the indigenous population – issues and experiences that leave them uniquely vulnerable

to mental distress. Donlan and Lee (2010) indicate that in addition to the lack of education and resources, they regularly face anti-Mexican sentiment in everyday interactions and perpetuated in the popular media. Mexican immigrants will experience mental health problems differently than the mainstream American population due to their differing language, cultural traditions and values. Clinicians treating Mexican immigrants and counselor educators training the next generation of counselors must be diligent in educating themselves in the needs of this population and to guard against imposing Western values on their clients (Donlan & Lee, 2010). This panel is comprised of four American counselor-educators and former clinicians, each of whom have spent significant time in the western and southwestern regions of the United States – the areas more profoundly affected by Mexican immigration.

**Terencio Daunte McGlasson:** *The deleterious effects of discrimination and bias on Mexican immigrants*

**Ellen Armbruster:** *The use of school-based counseling interventions to address the mental health and educational needs of immigrant children from Mexico.*

**Mary A. Graham:** *An examination of the impact immigration exacts on the family dynamic*

**Dale-Elizabeth Pehrsson:** *Preparation of our counselor education students to serve multigenerational Mexican immigrant clients*

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**P4 The State of the Art of International Policy Research on School-Based Counseling (Eng) – Sala Salieri**

School-based counseling exists in many different forms around the globe. The delivery of counseling services for students and parents in schools is being used to address a diverse set of societal issues including: poverty, threats to public health, violence, educational inequity, mental health, workforce development, and economic development. Diverse services are organized by several different implicit or explicit models and are delivered by individuals from diverse disciplinary backgrounds including: teaching, psychology, social work and professional counseling. Government has legitimate interests in encouraging, supporting and regulating, the practice of counseling to the extent to which it contributes to the public good. Government enacts laws and policies and creates institutions and agencies in order to promote its legitimate interests. Decision-makers in government need good information in order to know what to do and whether actions they take to promote school-based counseling are achieving their intended effects. Policy research provides decision-makers with information that supports effective action.

While the need for quality policy research related to school-based counseling is widely recognized, the discipline of school-based counseling policy research is still in its infancy. Furthermore, the developing field is hampered by the fact that few attempts have been made so far to look at policy issues and policy research from an international perspective because policy research has been referenced to specific national (or even subnational) contexts. To address these issues, we are developing an International Handbook on School-Based Policy Research (to be published by Springer in 2016) that is designed to be the seminal work in this field and to lay the groundwork for an examination of purposes, methods and outcomes of policy research. The Handbook is designed to summarize current findings, to evaluate the policy questions that need to be investigated, to elucidate international school-based counseling policy issues germane to policy research, and to mobilize the community of international school-based policy researchers to share best practices in research and to triangulate findings across national contexts. We strongly believe that the access and quality of critically important counseling services to children, youth and their families will be enhanced around the world if we can improve the practice of policy research. In this Panel, two Handbook Editors will lead 9 handbook chapter authors in a discussion of the state of the art of international policy research on school-based counseling in order to help identify what is know, what is not known, and what research approaches are best suited to examining the most crucial open policy questions.

Panel Leader:

**John Carey**, University of Massachusetts, Amherst, USA

Panel Members:

**Oyaziwo Aluede**, Ambrose Alli University, Nigeria

**George Davy Vera**, University of Zulia, Venezuela

**Sachin Jain**, Walden University, India

**Michael Krezmien**, University of Massachusetts, Amherst, USA

**Vivian Lee**, University of Malta, Malta

**Ian Martin**, University of San Diego, USA

**Emma Oramah**, Ambrose Alli University, Nigeria

**Michael Trevisan**, Washington State University, USA

**P5 | The Internationalization of Professional Counselling: Cross National Insights (Eng) - Sala Vivaldi**

The major focus of this presentation is to advance awareness about the global issues which impact the field of counselling. The problems related to migration, poverty, wars, violence, and rapid technological changes are posing some new and very serious issues for the professional counsellors. In addition, the newly emerging economic, political, educational, social, and cultural realities demand mental health professionals to promote social justice and advocacy initiatives worldwide. This presentation will discuss several different perspectives on the internationalization of counselling to make it responsive to the changing world.

***Counselors Newly Emerging International Identity***

The twenty first century can be characterized as the century of globalization. Now some new economic, political, educational, social and cultural realities have replaced cold war with a new world order. For instance, with rapid changes through communication technology, such as internet, listservs, Facebook, Twitter, etc., social media has become an extremely powerful force of internationalization to promote social justice and advocacy initiatives all around the world.

This force is so powerful that it has the potential to impact significantly counseling, psychology and many more mental health professions. As I have already called spirituality as a fifth force in counseling, I dare to say that internationalization of counseling will be celebrated as the sixth force in counseling in the nearest future. As Internationalization of professional counseling is now indispensable and inevitable, professional counselors and many other helping professionals are embracing a newly emerging international identity. In response to the current zeitgeist of globalization, many organizations such as CACREP and NBBC have already established international standards for the counseling profession. Since 1993, the Journal of Counseling and Development has made efforts to publish articles which have international relevance. Also, organizations such as Counselors without Borders are highlighting the importance of international counseling. However, these are uncoordinated and sporadic efforts which are desultory in nature and lack concerted efforts. What we need, a clear mission and sharp focus to address the present day counseling needs created by globalization in this very interconnected world. It is high time that the focus of IAC, a largest association of its kind, should advance from diversity to international diversity, from justice to international justice, and national advocacy to international advocacy. There is a critical need of professional counseling in all countries, but most importantly in the developing countries. Most importantly, I strongly believe that our own counseling profession in USA is incomplete without international perspectives, may it be theories, testing, or important counseling concepts or worldviews.

Members on this panel presentation will represent many countries including United States, Jamaica, Argentina, and Botswana, to name a few. These panel members will discuss the various challenges to professional counseling in their respective countries and conclude this discussion on the significance of professional counseling at the global level.

***Dr. Daya Singh Sandhu*** (USA), Panel Leader

***Dr. Courtland Lee*** (Malta), Panel Co-leader

***Dr. Angela Gordon-Stair*** (Jamaica)

***Mr. Selebaleng Mmapatsi*** (Botswana)

***Mr. Guillermo Garcia Arias*** (Argentina)

**P6 | Collaboration between Higher Education and K-12 Schools to Promote Counselling (Eng) – Sala Rossi**

This presentation provides one successful model of collaboration in the United States between an institute of Higher Education and the surrounding K-12 school districts that resulted in significant system change and role definition for school counsellors in the region. Driven in part by U.S. Department of Education grant funding, the model has been successfully replicated in over a dozen different schools within seven different school districts, each with their own unique structure and governance. Further, this presentation will highlight work between higher education faculty, state education agencies, and local K-12 school administrators to adopt common counsellor position descriptions, expectations, and professional responsibilities.

Regional educational leaders will also present strategies used to increase the number of counsellors in the schools to help counsel children and adolescents. National and state policy will be compared with policy in Italy and other countries regarding counsellors in schools. For example, in 2014 Kentucky adopted a new Counsellor Effectiveness and Growth Evaluation Framework that is being implemented without a commonly defined counsellor role. The evaluation process for the state will be shared with attendees.

Systemic issues involving school counselling with diverse populations in the United States will be discussed in regards to the impact of evidence-based school counselling interventions on academic

achievement, specifically differences between boys and girls, and cultural differences among race and socioeconomic statuses. For example, in one high need district, targeted evidence-based school counselling interventions contributed to a 3-point increase in a standardized evaluative tool (the ACT examination) scores by male students in one year's time.

The presentation will highlight systemic barriers to providing educational interventions for transient populations in the United States will be reviewed, and the systemic issues driving increases in mental health counselling in schools. Attendees to this session will be invited to create critical comparative dialogue around similarities and differences in systems involving similar collaboration between institutes of higher education and K-12 Schools relevant to specific countries and regions.

**Brett Zyromski**, Ph.D., Northern Kentucky University, Panel Leader

**Jennifer Stansbury Koenig**, Ed.D., Northern Kentucky University

**Vicki Dansberry**, Northern Kentucky Cooperative for Educational Services

**Melissa Mariani**, Ph.D., Florida Atlantic University

**Jennifer Glass**

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**P7** **European Association for Counselling (EAC): The future of Counselling across Europe – Saletta B**  
**Seamus C Sheedy**, President, **Jesmond Friggieri**, General Secretary (*disponibile essenziale traduzione in italiano*)



## SATURDAY, SEPTEMBER 5, 2015 \_ 8.45-17.30

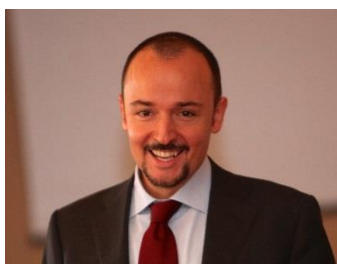
IAC Conference: 8.45-17.30

Gala Dinner (Cena di Gala) 19.30 & Gala Show 21.00

**08.45-12.00: Sala Verdi – Servizio di traduzione simultanea (Simultaneous translation available)**

08.00 Registration - Iscrizione

08.45 **Dr. Paolo Antonio Giovannelli**, University of Milan: ***I confini della collaborazione tra il Counseling e le altre professioni (The boundaries of the collaboration between Counseling and other professions)***



### **Dr. Paolo Antonio Giovannelli**

Psychiatrist, Psychotherapist. Director, ESC - Center for Internet Use Disorders.

Psichiatra e Psicoterapeuta, Direttore Sanitario di We Care - Psichiatria, Docente presso Università degli Studi di Milano, Direttore Clinico del Centro ESC - Center for Internet Use Disorders.

Da diversi anni è supervisore di diversi team multispecialistici per operano a vari livelli nella cura e nel benessere delle persone e dei gruppi di lavoro. We care - Psichiatria, nata nel 2011, fonda la sua attività proprio sul principio di collaborazione tra specialisti dell'area sanitaria, psicologia ed educativa di diversa formazione ed orientamento per fornire le risposte migliori possibili alle domande complesse dei clienti. Strutturare efficaci strategie di collaborazione tra specialisti differenti è alla base del raggiungimento degli obiettivi di miglioramento del benessere, della qualità delle relazioni, del raggiungimento degli obiettivi personali e lavorativi. Attualmente We Care collabora con più di 60 tra Specialisti e Centri.

09.30 Conference Orientation (brief explanation of working groups - spiegazione gruppi di lavoro in sessioni parallele)

09.40 **Immacolata Bruzzese**, President, National Association of Relational Counselors – A.N.Co.Re: ***Il Counselor d'aula: facilitare l'apprendimento con il Counseling (Facilitate learning with counseling skills)***



### **Immacolata Bruzzese**

President, National Association of Relational Counselors – A.N.Co.Re. Relational Counselor, expert in Communications in organizational environments. Clinical Educator, Trainer and Consultant in Relational Counseling.

10.00 Break + Poster session 3 – Pausa e sessione Poster n.3 (p. 21)

10.30-12.00 Plenary session: Research Roundtable – Tavola rotonda sulla ricerca nel counseling

### ***International Counselling Research: A Focus on its Present and a Glimpse at its Future***

Members of the Coordinating Council of the IAC Research Roundtable will address issues related to advancing counselling research on an international basis. The focus of the session will be on the challenges of conducting counselling research across countries and cultures and how to initiate relevant cross cultural research that provides evidence of the value-added of counselling in promoting human well-being.

#### **Focus sul presente e uno sguardo al futuro.**

Obiettivo è ampliare il forum per lo sviluppo di ricerche culturalmente rilevanti che dimostrino l'efficacia e il valore aggiunto del counseling come processo per promuovere il benessere umano

*Presenters:*

**Meral Atici**, Associate Professor in Psychological Counselling and Guidance Division, Educational Science Department at Çukurova University, Adana, Turkey.

**Gary Hermansson**, Editor-in-Chief of the *International Journal for the Advancement of Counselling*.  
**Carlos Hipolito-Delgado**, Associate Professor in Counseling at the University of Colorado, Denver.  
**Courtland C. Lee**, Professor, Counselor Education Program, The Chicago School of Professional Psychology – Washington, DC Campus.  
**Thelma Majela**, is currently working in UNICEF – South Sudan country Office in the Education Section as the Manager of the Peacebuilding, Education and Advocacy programme (PBEA).  
**Audrey Pottinger**, Senior Lecturer at The University of the West Indies (UWI) and consultant clinical psychologist at University Hospital of the West Indies (UHWI), Jamaica.

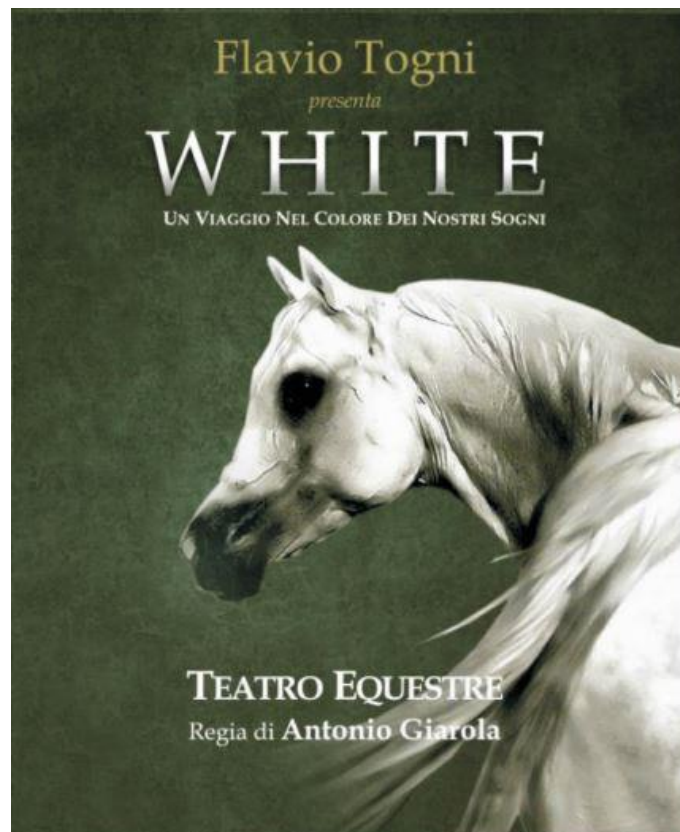
- 12.00 Lunch in Sala Rossi/Margherita – Pranzo in Sala Rossi/Margherita  
13.00 Working groups 2 – Presentazioni parallele sessione 2 (list p. 14 - description from p. 23)  
15.00 Break + Poster session 4 – Pausa e sessione Poster n.4 (p.21)  
15.30-17.30 Working groups 3 - Presentazioni parallele sessione 3 (list p. 14 - description from p. 23)

## SOCIAL EVENT

- 19.30 **Gala Dinner – Cena di Gala** (meeting at 6.30pm – ritrovo alle 18.30)  
Meeting at 8pm for those who will attend only the Show – Ritrovo alle 20 solo per lo Show  
21.00 Official Conference Gala Show

## White, a journey into the colors of our dreams

Equestrian Theater, Antonio Giarola, Director  
Music by Andreas Vollenweider



## SUNDAY, SEPTEMBER 6, 2015 \_ 8.45-13.30

### Plenary in Sala Verdi - Plenaria in Sala Verdi (traduzione simultanea disponibile)

- 08.00 Registration – Iscrizione
- 08.45 Keynote Speech by Prof. **Agostino Portera**, Ph.D, Professor of Intercultural education and counselling, University of Verona (Professore di Pedagogia Generale e Educazione Interculturale, Università di Verona)



#### **Dr. Agostino Portera**

Full Professor of General Pedagogy and Intercultural Education at the University of Verona, head of the Center for Intercultural Studies of the University of Verona (Italy); Director of the Master “Intercultural Competences and Management”. He has published seven books and several articles on immigration, identity, intercultural education and intercultural competence.

### 09.30-11.00 Parallel Round Tables – Tavole Rotonde in parallelo

<b>P8</b>  <b>Sala Verdi</b>	<p><b>Peace and Social Justice Roundtable: An Emerging Vision of Peace and Social Justice in Counselling (con traduzione simultanea)</b></p> <p>The Coordinator of the IAC Peace and Social Justice Roundtable will present this new Roundtable as an emerging forum for dialogue and networking at IAC conferences to identify relevant local and global issues. The session will highlight foundational frameworks of peace and social justice in counselling.</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> <li>• To explore some foundational frameworks of peace and social justice in counselling as an emerging area.</li> <li>• To highlight issues and challenges of international dialogue about peace and social justice in counselling.</li> <li>• To present possible directions for advancing peace and social justice in counselling internationally.</li> <li>• To offer audience participants an opportunity to raise questions of the presenter.</li> </ul> <p>Leader: <b>Vivian V. Lee</b> is Associate Professor of Counseling at Johns Hopkins University, Baltimore, Maryland, USA.</p>
<b>P9</b>  <b>Sala A</b>	<p><b>Students' Round Table (Eng)</b></p> <p>Purpose: The purpose of the IAC Students' Roundtable is to provide environment where counselling students from around the world can share and discuss important to them topics. Our aims are to: Allow young practitioners to voice their visions and concerns about the profession Offer space for individuals to work collaboratively Create a network of mutual support across international and multicultural context using a designated Facebook group page and/or Skype</p> <p>The Student Round Table will be moderated by <b>Bart Begalka</b>, Ed.D., and Ms. <b>Valentina Chichiniova</b>, M.A., who also serve as moderators for the Student Round Table Facebook site. Dr. Begalka serves as the Graduate Clinical Coordinator in the Graduate Program in Counselling Psychology at Trinity Western University (Canada). Ms. Chichiniova is a counsellor in Vancouver, Canada.</p>
<b>P10</b>  <b>Sala B</b>	<p><b>The Contribution of a Construct-Based Approach (CBA) to School Counseling to Student Achievement and Well-Being (Eng)</b></p> <p>A Construct-Based Approach (CBA) to school counseling is grounded in more than 50 years of research in developmental psychology and school counseling. It identifies four educational constructs that research has determined to be strongly linked to student achievement and well-being: motivation, self-direction, self-knowledge and relationships. These constructs are well within the purview of school counselor roles and responsibilities. This panel discussion describes a CBA and its important functions. A CBA is built on the premise that since these constructs have been proven to be strongly linked to student success, and focusing on them is within the purview of the</p>

counselor's role, that designing and delivering school counseling programs based on the constructs will yield the greatest potential for counselors to make a significant difference in students' learning, development, achievement and well-being. A CBA is a learner-centered approach that has three primary foci: – Defining student excellence articulated as standard and competency statements they are expected to achieve. – Delivering a challenging school counseling curriculum that helps students acquire relevant knowledge, develop appropriate skills and embrace attitudes, behaviors and habits of mind that lead to success. – Assessing progress toward and achievement of construct-based school counseling student standards. The CBA's vision for excellence is that, as a result of participating in the school counseling program, students will emerge as highly motivated, self-directed learners who are knowledgeable about themselves and others, engaged in meaningful relationships and developing as contributing members to society and the well-being of our world. The panel discussion will focus on the important contribution of a CBA to student achievement and well-being. Topics include the need to firmly ground the school counseling profession in research, foundational principles informing a CBA, CBA student standards, essential components of this approach and how they function, implications of a CBA for higher education counselor preparation programs, and the impact of a CBA on K-12 education. In addition, the use of a CBA in promoting the valuable contribution of school counselors on student achievement and well-being, substantiated by data, is discussed. The most profoundly articulated design for a school counseling program cannot achieve its intended effect on students and the school community unless it is implemented with fidelity. This discussion highlights six types of tools required to successfully implement a CBA: a) defining student excellence, b) delivering a challenging school counseling curriculum, c) assessing student progress and achievement, d) planning for a CBA, e) implementing a CBA and f) assessing a construct-based approach to school counseling. A question and answer period will be provided for participants to ask questions and dialog. Panel members will be available to discuss specific areas of interest upon request during the remainder of the congress.

#### Unique Contributions

Drs. Squier, Nailor and Carey are co-authors of two publications related to the CBA: – *Achieving Excellence in School Counseling through Motivation, Self-Direction, Self-Knowledge and Relationships*. This book articulates the research-base and conceptual foundation for a Construct-Based Approach (CBA) to school counseling. Corwin Press, 2014. ISBN: 978-1-4833-0672-8.

– *CBA Toolkit: The Toolkit is on a flash drive and contains 60 tools for designing and implementing the CBA described in the book above. Structured processes, clearly-defined protocols and easy to use tools help you make a CBA a reality in your school and counselor practice.* Corwin Press, 2015. ISBN: 978-1-4833-9010-9.

**Dr. Carey** is Director of the Ronald H. Fredrickson Center for School Counseling Outcome Research and Evaluation (CSCORE) at the University of Massachusetts, Amherst, USA and an internationally recognized expert in the field of school counseling. He is also a full professor at the University. Dr. Nailor has served as a teacher, school counselor, counseling department head and district director of counseling and social services. She is a past-president of the American School Counseling Association (ASCA), an adjunct professor at Providence College in Rhode Island, USA and a consultant to K-12 school districts on improving their school counseling programs.

**Dr. Brett Zyromski** is an Associate Professor and Director of the School Counseling Program in the Department of Counseling, Social Work, and Leadership at Northern Kentucky University, USA. He coordinates an annual Evidence-Based School Counseling Conference that brings leaders in school counseling together with practitioners to help shape the future of the school counseling profession. Dr. Zyromski also uses the CBA book and toolkit in graduate classes and conducts pilots to gather data on the impact of implementing a CBA in K-12 schools.

**Karen Harrington** is Assistant Director of CSCORE and teaches at the university. She is coordinating a pilot with a local elementary school to use CBA student assessment criteria to develop a report card on metacognitive and social-emotional status. Her perspective is valuable in understanding the nuances and challenges of implementing a CBA in school districts.

- 11.30 **Dr. Ivo Bianchi**, Professor of Medicine, University of Milan, Program Director of International Institute for Homeopathy and Homotoxichology. President, Italian Medical Association of Homotoxicology, Milano, Italy.  
Presentation: ***Counseling e Costituzioni psicofisiche (Counseling & psychophysical Constitutions)***



**Dr. Ivo Bianchi**

Professor of Medicine, University of Milan, Program Director of International Institute for Homeopathy and Homotoxichology.  
President, Italian Medical Association of Homotoxicology, Milano, Italy

- 12.00 Reports from Round Tables – Report dai gruppi di lavoro in sessioni parallele
- 12.45 Presentation of 2016 Conference and Final Thoughts on 2015 Conference - Presentazione del Convegno IAC 2016 e riflessioni finali
- 13.30 Official Closing of Conference – Chiusura ufficiale del Convegno Internazionale

**WORKING GROUPS\_SESSION 1**  
**Friday, September 4<sup>th</sup> 2015 – 13.30-15.30**

**Gruppi in Italiano: 6 & 7**

**Group 1: Counselling children and adolescents in schools and other settings**

**Sala Vivaldi**

<b>Data-Driven Comprehensive School Counseling: Using inputs to make decisions, choosing appropriate interventions, and evaluating outcomes</b> Brett Zyromski, Melissa Mariani, Jennifer Stansbury Koenig, Jennifer Glass Northern Kentucky University	13.30-14.10
<b>Mindfulness in School Counseling: Accommodation or Transformation?</b> David Forbes Brooklyn College/CUNY	14.10-14.50
<b>The Impact of a Randomized Controlled Trial to Reduce Suicidality among LGBTQ Youth through Group Counseling</b> Catherine Griffith , University of Massachusetts Amherst	14.50-15.30

**Group 2: Mental health and health counseling**

**Sala Salieri**

<b>Effects of social media in today's society on youth's mental health and self-esteem</b> Tiffany Casaccio, Roosevelt University	13.25-13.50
<b>Mental Health Issues in Collage Life</b> Yasemin Karagoz, FatoÅŸ Erkman BoÅŸyaziÅŸi University	13.50-14.15
<b>Global, Regional and Local Crisis and Trauma (Part 1): An Overview and Introduction to the Brain/Body Connection</b> Marilyn G. Haight, Walden University	14.15-14.40
<b>Global, Regional and Local Crisis and Trauma (Part 2): Interventions for Counseling Survivors: Restorative Breathing, Guided Imagery, and the Employment</b> Rhonda Neswald-Potter, Walden University	14.40-15.05
<b>Mental Health and the Media: Depictions of Mental Health in Bollywood</b> Shannon Shoemaker, The Pennsylvania State University	15.05-15.30

**Group 3: Gender issues in counselling with an emphasis on the full participation of girls and women in society, Family and couple counselling**

**Sala Mozart**

<b>Taking the greatest risk of all--Cross the border to escape fear and find hope</b> Glenda Reynolds, Gilbert Duenas Auburn University Montgomery	13.30-14.00
<b>I had no idea this was going to be my Life:An Exploration of the Social Factors that Impact Lesbian Identity Development</b> Tamara J. Hinojosa , Texas A&M University	14.00-14.30
<b>Therapeutic Issues for Same-Sex Couples</b> Dennis Frank, Roosevelt University	14.30-15.00
<b>Identity Narratives Of Mexican American women in Counselor Education and Supervision Doctoral Programs</b> Tamara J. Hinojosa, Texas A&M University	15.00-15.30

**Group 4: Issues of cultural diversity, Research in counseling**

**Saletta A**

<b>Building Bridges for Black Immigrant Women's Spirituality in Counselling: Current Research and Future Implications</b> Sandra Dixon , University of Calgary	13.25-13.50
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<b>The Adaptation of The Multidimensional Attitudes Scale Toward Persons With Disabilities to Turkish - (MAS)</b> Ismail Yelpaze, Anadolu University	13.50-14.15
<b>Integration of Language and Culture in Counselor Education: The Research-Based Language/Cultural Training Model (LCTM)</b> Roberto Swazo, Dorota Celinska University of Northern Iowa	14.15-14.40
<b>Employee Downsizing and Psychological Effects in Botswana</b> Selebaleng Silver Mmapatsi, University of Botswana	14.40-15.05
<b>Integrating Multilingual and Professional Multicultural Competencies: Implications for Professional Training</b> Dorota Celinska, Roberto Swazo Roosevelt University	15.05-15.30

**Group 5: Counsellor education and supervision, Ethical issues, Assessment**

**Saletta B**

<b>Teaching Ethics In Turkish Counseling Programs</b> Umut Arslan, John Sommers Flanagan University of Montana	13.30-14.00
<b>Evaluability Assessment for Counselors</b> Mike Trevisan, Washington State University Tamara M. Walser, University of North Carolina	14.00-14.30
<b>The Development of the Consensus Definition of Counseling in the United States</b> David Kaplan, American Counseling Association	14.30-15.00
<b>Possible Selves of Counsellors in Training</b> Blythe Shepard University of Lethbridge/CCPA	15.00-15.30

**Group 6\_Counseling nei diversi contesti: scuola, azienda, salute**

**Sala Rossi**

<b>L'efficacia del colloquio motivazionale nel migliorare il self-care dei pazienti affetti da scompenso cardiaco</b> Stefano Masci, CIPA	13.25-13.50
<b>Verso l'accettazione della malattia su un ponte di emozioni immagini e parole</b> Elisa Gasparotto	13.50-14.15
<b>Inclusione scolastica e benessere psicologico dei bambini immigrati. Il ruolo dell'Art-Counseling nell'intervento didattico-educativo e nel supporto allo sviluppo della PERSONA</b> Maria Francesca Pacifico, Faip Cinemavvenire	14.15-14.40
<b>Career Counseling</b> Cristian Flaiani. Simbiosofia	14.40-15.05
<b>Le Credenze Limitanti: Da Ostacolo A Opportunità</b> Laura Ricci, Gabriella Vigo, Associazione Doceat	15.05-15.30

**Group 7\_Counseling: questioni di genere, famiglia e coppia**

**Sala Respighi**

<b>Il counseling sistemico: strumento per la progettazione e l'implementazione di interventi di sviluppo per rafforzare i diritti di donne e bambine</b> Anita D'Agnolo Vallan, Associazione DISVI, Organizzazione Non Governativa	13.30-14.00
<b>La diversità di genere nei conflitti di coppia eterosessuale: il gioco della recitazione come modello di workshop</b> Carlo Timpanaro, A.Adler Institute	14.00-14.30

<b>ParentAbility a servizio della genitorialità diversa</b> Marco Marson, ParentAbility	14.30-15.00
<b>The Reflecting Team to treat couple problems: an integration between counselor and psychotherapist skills</b> Silvia Mazzoni , Università La Sapienza Roma Massimo Carrano, Counselor Siaf	15.00-15.30

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**WORKING GROUPS\_SESSION 2**  
**Saturday, September 5<sup>th</sup> 2015 – 13.00-15.00**

**Gruppi in Italiano: 6 & 7**

**Group 1: Counselling children and adolescents in schools and other settings** **Sala Vivaldi**

<b>Children's Right To Education: From the perspectives of special education in Turkey</b> Sevde Baris , Boğaziçi University	13.00-13.30
<b>The Protective Factor Index: Collecting Socio-Emotional Data for Educational Planning and Evaluation</b> Catherine Griffith, University of Massachusetts Amherst Sara Whitcomb, University of Massachusetts Amherst Bethany Rallis, George Mason University	13.30-14.00
<b>Creative Approaches to Serving Lesbian, Gay, Bisexual, Transgender, and Questioning Youth in Schools</b> Dennis Frank, Roosevelt University	14.00-14.30
<b>Rights of children with special needs: The current situation regarding access to education, the scope and the quality of the education</b> Hande sart, Sevde Baris - Bogazici University	14.30-15.00

**Group 2: Mental health and health counseling** **Sala Salieri**

<b>An investigation of the predictive role of cognitive distortions, empathy and rumination level on forgiveness</b> Asli Ascioğlu Onal, İlhan Yalçın Ankara University	13.00-13.30
<b>What Helps and Hinders Immigrants and Refugees to Canada from Sub-Saharan Africa Recover from Pre-Migration Trauma</b> Selebaleng Silver Mmapatsi, University of Botswana	13.30-14.00
<b>Suicide: Collateral Damages to Family and Friends and How they Recover</b> Jackson Barry L., Bloomsburg University of Pennsylvania	14.00-14.30
<b>Self-Care in Mental Health: A Cross Cultural Perspective</b> Gill Pali, Brittany Dennis	14.30-15.00

**Group 3: Gender issues in counselling with an emphasis on the full participation of girls and women in society, Family and couple counselling** **Sala Mozart**

<b>Counselling and government policy as panaceas for repositioning girl child education in Nigeria</b> Oyaziwo Aluede, Ambrose Alli University	13.00-13.40
<b>Emotional Dependency and Dysfunctional Relationship Beliefs as Predictors of Relationship Satisfaction</b>	13.40-14.20



Evrin Çetinkaya Yıldız, Gülşah Kemer, Gokce Bulgan Erciyes University	
<b>Family Type, Duration of Marriage, and Personality Traits in Relation to Marital Satisfaction</b> Gokce Bulgan, Gülşah Kemer, Evrim Çetinkaya Yıldız MEF University	14.20-15.00

**Group 4: Issues of cultural diversity, Research in counseling**

**Saletta A**

<b>International counselling traineesâ€™™ positive experiences of intercultural clinical practice</b> Lorena Georgiadou, University of Edinburgh/Edge Hill University	12.55-13.20
<b>Analysis of Policy Research on School-Based Counseling in the United States: 2000-2015</b> John Carey, RH Fredrickson Center, UMASS, Amherst Sharon Rallis, UMASS, Amherst Ian Martin, University of San Diego	13.20-13.45
<b>School Counseling as an Evidence-Based Profession: The Final Results of A Randomized Controlled Trial of Student Success Skills</b> John Carey, RH Fredrickson Center, UMASS, Amherst	13.45-14.10
<b>Religion, Spirituality, and Multicultural Counseling</b> Matthew Lyons , Angela James University of New Orleans	14.10-14.35
<b>International Counseling Traits: Identifying Counseling Traits Ranked Most Important by International Counseling Professionals through Q Sort Analysis</b> Nate Perron, The Family Institute at Northwestern University	14.35-15.00

**Group 5: Counsellor Education and Supervision, Ethical issues, Assessment**

**Saletta B**

<b>Raising the Bar: New Concepts in the 2014 ACA Code of Ethics</b> David Kaplan, American Counseling Association	13.00-13.30
<b>Assessment of Trauma as Influenced by Dissociation: Findings from a Randomized Control Trial Comparing Trauma Therapies for Female Sexual Assault Victims</b> Valentina Chichinova, Trinity Western University	13.30-14.00
<b>Effects of psychoeducational group applying rational emotive behavior therapy intervention (rebt-i) on self-concept among orphaned-adolescents</b> Amalia Madihie, Universiti Malaysia Sarawak	14.00-14.30
<b>Fostering Self –Assessment in Counsellor Supervisees</b> Sharon E. Robertson, The University of Calgary	14.30-15.00

**Group 6\_Counseling: scuola e altri contesti, immigrazione**

**Sala Rossi**

<b>Storie di con - tatto in un con - te - sto scolastico</b> Anna Giuspolti	12.55-13.20
<b>Il mito e la fiaba come spazio ludico di rappresentazione ed educazione</b> Rosalia Grande, Carlo Sordoni Associazione Costruttivista Counseling Integrativo Relazionale	13.20-13.45
<b>L'approccio Umanistico Integrato con migranti, richiedenti asilo e rifugiati</b> Ivan Carlot, Vera Cabras Aspic Verona	13.45-14.10
<b>Autoefficacia: implicazioni per il counseling di orientamento rivolto ad adolescenti</b> Liza Bottacin, BioenergeticaPadova	14.10-14.35

<b>La Relazione Di Aiuto Per Le Nuove Generazioni Negli Ambiti Scolastici E Familiari</b> Lorenzo Romoli, Maria Grazia Franciosi, Brigliadori, Angela Lo Casto Associazione G.Ri.Fo. Counselling	14.35-15.00
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**Group 7\_Counseling: etica, questioni di genere**

**Sala Respighi**

<b>La proposta di un counseling socio-politico per la complessità</b> Mario Papadia, Accademia per la Riprogrammazione	12.55-13.20
<b>Counseling per un empowerment al femminile. L'autostima e il valore della ciclicità</b> Elena Dragotto, Istituto HeskaiHer	13.20-13.45
<b>EcoCounseling, promuovere cittadinanza terrestre</b> Marcella Danon, Ecopsiché – Scuola di Ecopsicologia	13.45-14.10
<b>Counseling e omosessualità</b> Ermanno Marogna, Upaspic – Aspic	14.10-14.35
<b>Counselling e spiritualità</b> Georg Pernter, Accademia della Gestalt Alto Adige	14.35-15.00

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**WORKING GROUPS\_SESSION 3**  
**Saturday, September 5<sup>th</sup> 2015 – 15.30-17.30**

**Gruppi in Italiano: 6 & 7**

**Group 1: Counselling children and adolescents in schools and other settings**

**Sala Vivaldi**

<b>Overcoming the FEAR of learning a foreign language via EMOTIVATION</b> Liliana Landolfi, ANCORE	15.30-16.10
<b>Counselling Adolescents Living with A Parent with an Acquired Brain Injury</b> Sharon E. Robertson, E. Aiofe Freeman-Cruz The University of Calgary	16.10-16.50
<b>Visualizations as tools to neutralize fears in formal learning settings</b> Liliana Landolfi, ANCORE	16.50-17.30

**Group 2: Mental health and health counseling**

**Sala Salieri**

<b>The Young Adult and Chronic Illness: Implications for the Counselling Profession</b> Dorianne Coleiro	15.30-16.00
<b>Suicide In India: Toward A Systemic Understanding</b> Sachin Jain, University of South Dakota Bart Begalka, Trinity Western University Dawn Percher, B. A.	16.00-16.30
<b>Using Dialogue in Transformation of Historical Trauma</b> Kristina Peterson, Dennis Frank Roosevelt University	16.30-17.00

<b>Crisis Counselors Experiences Of Providing Psychoemotional Support During Disasters In Malaysia</b> Haniza Rais, International Islamic University Malaysia	17.00-17.30
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**Group 3: Gender issues in counselling with an emphasis on the full participation of girls and women in society** **Sala Mozart**

<b>Combating Workplace Bullying: Social Justice for the Marginalized</b> Mary Amanda Graham, Seattle University Dale-Elizabeth Pehrsson, Central Michagin University Jackie Leibsohn, Seattle University	15.30-16.00
<b>Gender and cultural factors affecting educational and work-related success for adolescent and emerging adult women</b> Elizabeth Anne Marshall, University of Victoria	16.00-16.30
<b>Perceived Influence of Counselling Services on Edu-Vocational Development of Girl-Child Education in Nigeria</b> AWOYEMI Emmanuel Adesoji, University of Ibadan	16.30-17.00
<b>Survey of Multicultural and Study Abroad Programs: Implications for Cultural and Gender Equity Awareness</b> Cher N. Edwards, Hyun June	17.00-17.30

**Group 4: Issues of cultural diversity**

**Saletta A**

<b>Colorism and Counseling</b> Danielle Burton, Roosevelt University	15.30-16.00
<b>Traditional Indigenous Knowledges and Counselling Homeless Clients</b> Suzanne Stewart, University of Toronto	16.00-16.30
<b>Integration of Religious and Spiritual Values in Group Therapy</b> Shannon Shoemaker, The Pennsylvania State University	16.30-17.00
<b>From dream to profession: building bridges of meaning with arts to cross uncertainty in vocational learning</b> Roberta Sciannamea, Stefania Olivieri Stiozzi University of Milano-Bicocca	17.00-17.30

**Group 5: Counsellor education and supervision**

**Saletta B**

<b>Impact of Short-Term Study Abroad Course in Counselor Education</b> Erika Raissa Nash Cameron, Ian Martin University of San Diego	15.30-16.00
<b>An Autoethnographic Study of the Transcultural Teaching Experiences of Doctoral Counselor Education Students: Implications for the Future of Global Counselor Education</b> Matthew Lyons, Barbara Herlihy, Angela James, Latrina Raddler University of New Orleans	16.00-16.30
<b>Professional Mentors: a bridge to integrate theory, experience and practice in counsellor education</b> Lorena Georgiadou, University of Edinburgh	16.30-17.00
<b>It is all about the relationship: Supervisory Working Alliance and Client Outcome Research</b> Anya Lainas, Texas A&M International University	17.00-17.30

**Group 6 Counseling nei diversi contesti: scuola, azienda, salute**

**Sala Rossi**

<b>Apporto professionale di counseling in aziende ed istituzioni</b>	15.25-15.50
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Alessandra Moretti, Istituto Internazionale Psicosintesi Educativa	
<b>Lego® Serious Play®: an innovative tool to improve the sharing process of know how and skills</b> Giorgio Beltrami, University Milano Bicocca	15.50-16.15
<b>Il corpo come laboratorio delle emozioni nella relazione di counseling</b> Michele Andolina, AssoCounseling	16.15-16.40
<b>La formazione al counseling nell'ambito delle Case per la Famiglia. Come addestrare alla modalità counseling gli operatori professionali e i volontari nell'ambito delle Case per la Famiglia</b> Mario Papadia, Roberta Cigalino - Accademia Per La Riprogrammazione	16.40-17.05
<b>L'Intuizione nel Counseling</b> Silvana Borile	17.05-17.30

#### **Group 7\_Counseling: scuola, immigrazione**

**Sala Respighi**

<b>Il counseling nei percorsi di alternanza scuola</b> Marialuce Giannaccari, Giovanni Cisternino Euthymia - counseling e relazioni di aiuto	15.25-15.50
<b>Matematica Emozionale</b> Maurizia Danza, Scuola media IC 02 Marco Tarocco Docente di matematica e autore di testi di matematica -settore editoria scolastica Le Monnier e Mondadori Educational	15.50-16.15
<b>Prendersi cura... la supervisione come strumento per fornire struttura e protezione a chi opera con i rifugiati politici e richiedenti asilo</b> Beatrice Roncato, PerFormat srl	16.15-16.40
<b>Lo school-counseling: dinamiche di approccio e strumenti operativi per l'attività dei counselor nelle scuole di ogni ordine e grado</b> Giovanni Cisternino, Marialuce Giannaccari Euthymia - counseling e relazioni di aiuto	16.40-17.05
<b>Sulle tracce del lavoro</b> Elisa Lupano, Eleonora Draetta A.Adler Institute	17.05-17.30

**POSTER SESSION**  
(Hallway in front of the welcome desk)

**Session 1: Friday, September 4<sup>th</sup> 2015, 10.30 – 11.00**

<b>Exploring the Effects of Family Therapy Among Children of Divorce</b> Nicole Briel, Roosevelt University
<b>University Student Counseling and the Need for Global Standards of Accreditation: IACS</b> Jeffrey Prince, Terry Dinuzzo, University of California
<b>Couple and Family Therapy with Veterans</b> Margaret Gervase, Roosevelt University
<b>From the refugee camp to the United States School System: The transition process of adolescents refugees</b> Betty Cardona, University of Northern Colorado
<b>Mindfulness: Research and Applications</b> Sachin Jain, Walden University
<b>Predicting adolescent cannabis use persistence into adulthood</b> Jackson Barry L., University of Pennsylvania

**Session 2: Friday, September 4<sup>th</sup> 2015, 15.30 – 16.00**

<b>La biblioterapia come strumento di counseling e di formazione</b> Merete Amann, Università Roma Tre
<b>Globalization of Counseling: Love Marriages in India; Implications for Counselors</b> Sachin Jain, University of South Dakota Betty Cardona, University of Northern Colorado
<b>The impact of play therapy on children with attention deficit hyperactivity disorder</b> Gia Georgiades, Roosevelt University
<b>An Investigation Of Psychological Counseling Students Psychological Well-Being</b> Deniz Güler, Anadolu University
<b>Using Interpersonal Process Recall with Australian and Canadian Veterans</b> Marla Buchanan
<b>University Student Counseling and the Need for Global Standards of Accreditation: IACS</b> Jeffrey Prince, Terry Dinuzzo University of California
<b>Formazione supervisione del Counselor</b> RosaliaGrande, Associazione costruttivista counseling integrativo relazionale
<b>Accoglienza</b> Maurizia Danza, Scuola IC 02 Saval

**Session 3: Saturday, September 5<sup>th</sup> 2015, 10.30 – 11.00**

<b>Exploring the impact of discrimination on young sexual minorities: Implications for counseling lesbian and gay youth</b> Angelica Marrufo, Roosevelt University
<b>Parola di Mamma": il counseling in gruppi di neomamme</b> Marisol Trematore, Francesca Zanella Il Circo della Farfalla
<b>Mindfulness and Multicultural Counseling</b> Cynthia Avers, Roosevelt University
<b>Counselling per la fragilità</b> Maria Grazia Massara, Studio Associato Atena
<b>Counseling Pastorale: la dimensione spirituale e la formazione religiosa nel percorso di evoluzione della persona</b> Barbara Marchica
<b>University Student Counseling and the Need for Global Standards of Accreditation: IACS</b> Jeffrey Prince, Terry Dinuzzo University of California

<b>Ascolto Indipendente Dal Sangue</b> Elisa Gasparotto
<b>Effects of social media in today's society on youth's mental health and self-esteem</b> Tiffany Casaccio, Roosevelt University

**Session 4: Saturday, September 5<sup>th</sup> 2015, 15.30 – 16.00**

<b>Accordi e sintonie: buone relazioni per una buona conduzione di gruppi educativi in ambito pastorale</b> Daniela Giovannini, Associazione Doceat
<b>A group intervention model to support unemployed young adults with depression and learning difficulties</b> Pirjo Lehtoranta, Rehabilitation Foundation
<b>Aver Cura Di Se' Per Aver Cura Dell' Altro: Il Counseling Come Formazione Esperienziale</b> Marisol Trematore, Francesca Zanella Il Circo della Farfalla
<b>A study on the relationship between school engagement and health risk behaviors among Italian high school students</b> Martina Dolzan, Morteza Charkhabi, Barbara Laffranchi University of Verona
<b>Using Cooking as a Therapeutic Technique</b> Janeisha Hood, Roosevelt University
<b>Perceptions Of Mental Health in India: A Pilot Study</b> Shannon Shoemaker, The Pennsylvania State University
<b>University Student Counseling and the Need for Global Standards of Accreditation: IACS</b> Jeffrey Prince, Terry Dinuzzo University of California

## Abstract Working Groups – Abstract Presentazioni parallele

### Group 1: Counselling children and adolescents in schools and other settings

#### **Data-Driven Comprehensive School Counseling: Using inputs to make decisions, choosing appropriate interventions, and evaluating outcomes**

Brett Zyromski, Melissa Mariani, Jennifer Stansbury Koenig, Jennifer Glass

Northern Kentucky University

School counseling in the United States attempts to provide a developmental, comprehensive approach to implementing programmatic interventions to remove barriers to student success. At the same time, however, many school counselors are responsible for many administrative and clerical duties. These additional responsibilities often take away from time in direct service to students. Historically, prioritizing preventative, developmental school counseling interventions has been a central struggle for school counselors in the United States. Outside of the United States, the school counseling profession is in various stages of development, depending on the country or region. In countries with a burgeoning school counseling profession, school counselors may struggle with working a main job (e.g. teacher or administrator) while also providing school counseling services. With less time, responsive services to student crises takes the priority over providing proactive, developmental programming.

This presentation provides attendees with a visual illustrating a useful process for assessing student needs, organizing intentional school counseling interventions, and evaluating the impact of school counseling interventions on student outcomes. Student outcomes can be measured using instruments or tracking student behavior change. It is useful, at that point, to develop a theory of change and a logic model to capture the relationship among short-term changes in students' knowledge and skills (proximal outcomes) and subsequent changes in behavior (either secondary or distal outcomes). Visual tools for tracking and evaluating behavior changes in school-aged youth will also be shared. Thus, a cycle is created in which school counselors assess the needs of students', strategically choose interventions to address those needs, and track the outcomes of students' changes in attitudes, knowledge, or behaviors.

#### **Mindfulness in School Counseling: Accommodation or Transformation?**

David Forbes, Brooklyn College/CUNY

This theoretical presentation critically questions the use of mindfulness in K-12 schools with particular reference to the current context of neo-liberal "reforms" in the United States. Mindfulness arose from a Buddhist framework in which it is inseparable from wisdom and ethics. In the secular use of mindfulness in schools, however, there is no clear ethical or values foundation and little interest in employing mindfulness in order to gain self-knowledge or self-transformation. Mindfulness has become a technology of consciousness that does not explicitly take up a moral perspective, other than a vague nod toward compassion, which is not adequately defined. Mindfulness along with Social Emotional Learning (SEL) are offered by counselors and educators to both teachers and students as ways to reduce stress and to improve skills such as self-regulation, attention, executive functioning, collaboration, conflict resolution, compassion, and anger reduction. These appear socially desirable, and some of these practices are useful to individual teachers and students. But absent any explicit contemplative values, ethical framework, or critical awareness of inequitable contexts, mindfulness is readily used to accommodate students to the status quo, and to help them gain personal success and productivity within a consumer, corporate society rather than to challenge and transform it. Rather than a consideration of ethical goals, for example, Buddhist aims to eliminate greed, ill-will, and delusion, and an awareness of the social and political context of neoliberal reformist school policies, the uses of mindfulness serve neoliberal agendas for shaping individualistic, self-monitoring, improvement-driven, compliant, and consuming individuals. In schools this often translates into creating more manageable classrooms and more relaxed students who can better take high-stakes tests which are contested practices in the increasingly corporatized US public education. I will draw upon questionable examples from programs such as Mindfulschools.Org, Goldie Hawn's MindUp, CASEL (Collaborative for Academic, Social and Emotional Learning), CARE (Cultivating Awareness and Resilience in Education), and others. These programs provide individualistic "solutions" and do not consider the broader context of school and society that contribute to stress, nor do they link them to ways that can address social inequities and questionable educational practices such as high-stakes testing. I will draw upon the group counseling and meditation work I did with a high school (American) football team in Brooklyn in which I placed mindfulness within a broader context that included moral development, interpersonal relationships, gender, racial, and ethnic awareness, and social issues of power inequities. In terms of a theoretical framework I will present and employ an Integral meta-theory developed by Ken Wilber and others in Integral education that has been taken up by some counselors and educators and which I teach to my school counseling students. Students and teachers are encouraged to see, study, question, and act on the sources of stress, using mindfulness within a social-justice context of experiencing and working toward universal educational equality. This approach critically employs and contextualizes mindfulness practices in schools; it accounts for self-development, self-awareness, healthy cultural values and relationships, and political engagement to promote socially equitable political and economic systems for the purpose of furthering human development. The aim of this presentation is for the audience to critically think about how mindfulness, an increasingly popular technique in counseling, is being used, and to consider more comprehensive approaches that are in accord with the counseling field's commitment to individual growth and social justice rather than just personal adjustment.

#### **The Impact of a Randomized Controlled Trial to Reduce Suicidality among LGBTQ Youth through Group Counseling**

Catherine Griffith, University of Massachusetts Amherst

The needs of lesbian, gay, bisexual, transgender, and queer (LGBTQ) youth carry important implications for counselors. In a nationwide study conducted by the Gay, Lesbian, and Straight Education Network (2011), researchers discovered that

LGBTQ high school students experience much more frequent instances of harassment and violence than their non-LGBTQ peers, and that these higher levels of victimization result in these students feeling unsafe, isolated, and experiencing depression and low self-esteem (Kozlowski et al., 2011). Moreover, LGBTQ youth are two to seven times more likely to attempt suicide than non-LGBTQ youth, with risk factors like isolation, lack of hope, and negative coping skills contributing to increased ideation and attempts (Suicide Prevention Resource Center, 2008). Notably, group counseling is an effective approach in: (a) increasing hopefulness for the future and general positive expectancy (McCay et al., 2007); (b) teaching positive coping strategies (Meaney-Tavares & Hasking, 2013); and (c) reducing suicidal ideation and proneness (Pistorello et al., 2012). This pilot investigation, completed as a doctoral dissertation, examined the clinical impact of an eight-week group counseling intervention (as developed by the researcher) on LGBTQ adolescent participants (n = 34). An experimental, repeated measures randomized-controlled-trial research design was employed to identify whether group participants experienced an: (a) increase in hopefulness (as measured by the Herth Hope Index [HHI; Herth, 1992]); (b) increase in use of positive coping skills (as measured by the Brief COPE [Carver, 1997]); (c) decrease use of negative coping skills (also measured by the Brief COPE); and (d) decrease in suicidality (as measured by the Life Attitudes Schedule Short Form [LAS-SF; Rohde, et al., 1996]) when compared to LGBTQ adolescents in a waitlisted control group. In addition, the relationship between the participants' outcome variables (hopefulness, coping skills, and suicidality) scores was examined. Key findings included a significant interaction between time and group placement, indicating that the intervention group participants experienced improvements on measures of hopefulness, coping behaviors, and suicidality when compared to participants in the waitlist control group. Univariate between-group analysis identified a number of differences in scores based on group type over the course of the investigation. Specifically, intervention group participants' scores improved when compared to the control group in terms of: (a) Hopefulness ( $F [2, 62] = 10.19, p < .05$ ), partial  $\eta^2 = .247$ ; (a) Adaptive Coping ( $F [2, 62] = 6.44, p < .05$ ), partial  $\eta^2 = .172$ ; (a) Maladaptive Coping ( $F [2, 62] = 4.66, p < .05$ ), partial  $\eta^2 = .131$ ; (a) Suicidality ( $F [2, 62] = 8.04, p < .05$ , partial  $\eta^2 = .206$ ). Power to detect these changes was adequate, ranging from .76 to .98. Therefore, there was improvement in each of the investigation's key measured constructs across time for intervention group participants, while waitlist control group participants' scores did not significantly change. In addition, hope was demonstrated to be a strong and significant predictor of suicidality. Limitations warrant consideration in interpreting the results of the investigation however. Overall, the findings support the use of the intervention curriculum to improve LGBTQ adolescents' outcomes in terms of hope, coping, and suicidality. The findings from this study contribute to the knowledge base of effective group counseling interventions with LGBTQ individuals, providing school and mental health practitioners with evidence-based practice to support these youth. The primary goals of this presentation are threefold. Attendees will: (1) understand the urgent need to implement group interventions for the LGBTQ adolescent population; (2) learn important terminology, counseling techniques, and resources to work with LGBTQ youth, and (3) leave with the motivation and necessary materials to implement the intervention at their own sites. Attendees will receive their own copy of the eight-week curriculum.

### **Children's Right To Education: From the perspectives of special education in Turkey**

Sevde Baris, BoÅYaziÅşi University

All children's rights to education has been put forward through the Universal Declaration of Human Rights (1948), United Nations Convention on the Rights of the Child (1989) and the United Nations Conventions on the Rights of Persons with Disability internationally as well as Disability Law and legislations related to special education and inclusive practices in Turkey. Despite current legislations, serious problems are experienced related the to full participation and integration of children with special needs who are under the age of 18. The purpose of this study is to show the current situation of the access to education, the scope and the quality of the education for children with special needs in İstanbul and Diyarbakır, Turkey. The eligibility for receiving services for children with special needs is based on the diagnostic evaluation. Therefore, the structure of the research is tailored according to three periods; as pre-diagnosis, diagnosis and post- diagnosis within the theoretical framework of medical model. While investigating the problems that are seen and reported in these periods, the opinions of children and their parents are taken into account. Between October and December 2014, a total of 25 interviews are carried out in different settings starting from the least restrictive environment as regular schools to most restrictive environment as hospital or home settings. Research findings and recommendations are presented according to "pre-diagnosis, diagnosis, post-diagnosis" periods and the role of psychological counselors in each of these periods from the perspectives of parents (totaling 27 mothers) and children (7 children with special needs). Some of the main findings in terms of pre-diagnosis are: critical time for referral, acceptance of the parents, influences of new educational reform. Lack of specialists, discrepancy between medical diagnosis and educational identification and assessment are among the main themes that are emerged for the diagnostic period. The importance of preschool education, transportation, problems regarding individualized education programs (IEPs), lack of support for parents, and placement problems regarding inclusive settings are reported themes during one to one interviews.

### **The Protective Factor Index: Collecting Socio-Emotional Data for Educational Planning and Evaluation**

Catherine Griffith, University of Massachusetts Amherst, Sara Whitcomb, University of Massachusetts Amherst, Karen Harrington, Fredrickson CSCORE, University of Massachusetts Amherst, Bethany Rallis, George Mason University

Although educators agree that promoting students' socio-emotional development facilitates academic development, few efficient methods exist to routinely collect socio-emotional data. This presentation describes a data-driven grant project at an urban school district in the northeastern United States. The grant team developed a new elementary report card that includes the Protective Factor Index (PFI; Squire, Nailor, & Carey, 2014). The Protective Factor Index (PFI) was developed as a tool to gather data on students' socio-emotional development from classroom teachers. The PFI includes 13 items on which teachers rate of students' abilities related to four, Construct-Based Standards: Motivation, Self-Direction, Self-Knowledge, and Relationships (Squier et al., 2014). These four construct clusters are believed to be foundational for school success. Specific items within a cluster reflect constructs that have been identified by research to be strongly associated with achievement and success. As a result of developing and implementing the PFI, teachers and school counselors now



share a better common understanding of socio-emotional development and engage in greater collaboration on socio-emotional interventions. In addition, school administrators in the participating district instituted a policy change in which students' inclusion and continued participation in counseling groups are now determined based on needs reflected in the PFI data. The PFI has been incorporated into elementary students' quarterly report cards for the past two years. Because this method for assessing and collecting socio-emotional data has been very successful for students in the early grades, teachers and school counselors requested that the PFI be extended to the district's middle school. A pilot PFI project in grades 6th-8th is currently underway. Additionally, using data from approximately 1,000 students, exploratory and confirmatory factor analyses have been conducted to examine the relationship between PFI ratings and underlying constructs. Results indicate a three-factor measurement model. In this model, the fundamental constructs associated with students' academic behavior identified are "Academic Temperament", "Self Knowledge", and "Motivation". "Self-Knowledge" and "Motivation" correspond to two of the four construct clusters identified by Squire et al. (2014) as critical socio-emotional dimensions related to achievement. Based on the results of this project, the thirteen-item PFI has been demonstrated to assess students' skills in realms believed to underlie academic achievement and has proven to be an immensely useful tool for school counselors to identify and intervene effectively with struggling students. Two limitations of the present research are (a) it does not evaluate how PFI results correlate with academic skills; and (b) how targeted interventions are improving outcomes for students.

### **Creative Approaches to Serving Lesbian, Gay, Bisexual, Transgender, and Questioning Youth in Schools**

Dennis Frank, Roosevelt University

Studies on the experiences of sexual minority youth suggest that lesbian, gay, bisexual, transgender and questioning (LGBTQ) youth are a population in schools at risk for developing academic problems, as well as social psychopathology and maladaptive behaviors. This group encompasses any youth whose sexual orientation is anything other than exclusively heterosexual, and may include aspects of attraction, behavior, or identity. Research on the experiences of sexual minority youth has shown that LGBTQ youth are an at-risk population in schools for developing academic problems, as well as social psychopathology and maladaptive behaviors.

Whether they are "out and proud" or silent and invisible having access to a school counselor who is knowledgeable and supportive of LGBTQ youth is important. School counselors are ideally situated because whether due to academic problems, developmental difficulties, emotional distress, fear of violence, substance abuse, or academic and college planning LGBTQ youth frequently come to their attention. However, school counselors often have an inadequate level of knowledge related to LGBTQ issues and a lack of understanding of how to help these youth in their schools. This creates a situation where the school counselor may have the desire to assist the LGBTQ students in their school but may not know how to be effective. Providing effective services to them creates unique challenges for professional school counselors. This presentation will provide specific recommendations that school counselors can implement to ensure that the school experience is positive for LGBTQ students. It will begin with a brief overview of the complexities that LGBTQ youth deal with developmentally, academically, and socially and how these issues may manifest at school. Following this introduction, creative interventions designed to improve the school experience for LGBTQ students will be examined through a combination of didactic instruction and attendee participation. Specific recommendations and interventions that school counselors and other school professionals can implement to ensure a positive school experience for LGBTQ students will be provided. Participants will receive resource packet that includes a reading list for both school counselors and for LGBTQ students at all grade levels.

### **Rights of children with special needs: The current situation regarding access to education, the scope and the quality of the education**

Hande sart, Sevde Baris, Bogazici University

"The right to education" is as being an important principle accepted in many international and national laws, legislations and regulations for all children including children with special needs. However, there is a discrepancy exists between what is enforced in legislations and what is put forward in practice. The aim of this study is to show the current situation regarding to the access to education, the scope and the quality of the education for children with special needs in Istanbul and Diyarbakir, Turkey. The eligibility for receiving services for children with special needs is based on the diagnostic evaluation with the medical model orientation. Therefore, the structure of the research is tailored according to three periods; as pre-diagnosis, diagnosis and post- diagnosis. While investigating the problems that are seen and reported in these periods, the opinions of teachers, psychological counselors and administrators in school settings, specialists in Guidance and Research Centers; specialists in Special Education and Rehabilitation Centers, and physicians who are involved in the teams of diagnosis are taken into account. Between October and December 2014, a total of 9 focus groups (totaling 55 specialists) are carried out in different settings starting from the least restrictive environment as regular schools to most restrictive environment as hospital or home settings. Research findings and recommendations are presented according to "pre-diagnosis, diagnosis, post-diagnosis" periods and the role of psychological counselors in each of these periods within the theoretical framework of bio-psycho-social model. Some of the main findings in terms of pre-diagnosis are: critical time for referral, acceptance of the parents, influences of new educational reform. Lack of specialists, discrepancy between medical diagnosis and educational identification and assessment are among the main themes that are emerged for the diagnostic period. The importance of preschool education, transportation, problems regarding individualized education programs (IEPs) and placement problems regarding inclusive settings are reported themes during focus group discussions.

### **Overcoming the FEAR of learning a foreign language via EMOTIVATION**

Liliana Landolfi, ANCORE

Italian students start learning a foreign language (FL) -mainly English- when they are six years old and start elementary schools. They continue with FL training until they enroll at university, which translates into nearly thirteen years of training

in a FL. All the same, when their competence is checked at university, they are far from being at the B2 level of the Common European Frame of Reference, which is the level they should have reached after such a prolonged training. Reasons for this deficiency in the educational path had to be identified in order to act on the sphere/s (educational, attitudinal, affective, psychological, etc.) in which students needed help. Indeed, issues such as the ones that follow needed an answer:

1. Do teachers and students envision success in FL learning in the same way?
2. Are there limiting beliefs that block second language acquisition (SLA)?
3. Can specific counseling be envisioned so as to overcome learning problems?
4. How can language learning become desired, pleasantly experienced and self-pursued?

In an attempt to give answers to these issues, searching for the features that were blocking SLA, a five-year longitudinal study (2005/06-2009/10) was carried out on incoming students (age 18-19) of English who had just enrolled at the University of Naples L'Orientale, Italy.

During research years, 952 anonymous written texts were collected. They were produced by more than 500 students of English as a foreign language (EFL) during their first week of courses at university. Volunteer students were asked to produce two written texts: the first before a guided visualization, the second after it. The visualization followed the Neuro-Linguistic Programming (NLP) modality. Their written production piled up to more than 100,000 words which were electronically systematized in the bilingual EFL P.Æ.C.E. Corpus (Liguori 2012a) so as to run computational studies. In their texts, students described their learning histories and past experiences with EFL often indicating that their problems with acquisition were relational (e.g., conflicts with their teachers or with other students). They consistently backtracked the roots of their uneasiness with language learning to their childhood/adolescence.

Their short narratives open a special window over students' learning microcosms and permit to identify their sets of beliefs, preferences (P), expectations and hopes (Æ), certainties (C), and emotions (E). Students describe who they think they are, who they would like to be, and who they visualize themselves to be. The computational analysis has led to an unexpected findings. Major among the others is that a variety of fears entangle acquisition and create loss of self-esteem and self-acceptance. The word FEAR, in its Italian and English possible variations, is the second most frequent noun used in the corpus to describe language learning.

Drawing upon these data, the present study addresses students' discomfort when faced with SLA and educators' difficulties in copying with adolescents during their schooling period before getting to university. It analyses the various types of fears that first-year university students manifest and suggests ways to copy with dis-ease and dis-comfort in learning. It proposes the use of visualizations as working tools to overcome acquisitional blocks and empower learners' personal vision of who they are and what they may accomplish via drawing upon an internal motivational force, named EMOTIVATION, that is rooted in their personal emotional sphere (Landolfi 2012a).

### **Counselling Adolescents Living with A Parent with an Acquired Brain Injury**

Sharon E. Robertson, E. Aiofe Freeman-Cruz, The University of Calgary

Although there is considerable research exploring the experiences of parents, spouses, and siblings living with or supporting individuals with Acquired Brain Injuries (ABIs), little research discusses the impact on children of parents with ABIs (Charles, Butera-Prinzi, & Perlesz, 2007), particularly adolescents. Indeed, it is unclear what these young people experience, how they cope with this phenomenon, and how they adapt to the changes in their parents and their families, particularly as this is further complicated by stressors normally associated with the developmental transition to adulthood during adolescence. The authors present the results of a heuristic inquiry exploring the experience of adolescent children who lived with a parent with an ABI. Six adults aged 18 to 32 participated in 1- to 2-hour interviews sharing their retrospective accounts of living with their parent with an ABI. The results are discussed in terms of the impact of parental ABI on adolescents, changes in the family system associated with a parental ABI, the significance of external supports for families having a parent with an ABI, and personal coping strategies used by adolescents living with a parent with an ABI. Implications for counselling practice are discussed in an effort to enhance the knowledge and competence of practitioners who provide supportive services to adolescents.

### **Visualizations as tools to neutralize fears in formal learning settings**

Liliana Landolfi, ANCORE

In a five-year longitudinal study, completed at university (UNIOR) and run on freshmen students enrolled in courses of English as a second-language (EFL), it has been observed that FEARS block the acquisitional process significantly. The use of visualizations, used within a Neuro-Linguistic Programming (NLP) framework, has functioned as a fear-minimizer/fear-remover mechanism. Given the obtained positive results, as demonstrated by the majority of students' self-reports in the collected data which constitute the EFL PÆCE corpus (Landolfi 2012a), The corpus contains more than 100,000 words.

The present workshop intends to discuss, explain and allow the members in the audience to personally experiment the benefits of the visualizing mechanism proposed in the workshop and gain personal experience in self-creating and self-activating visualizations for further applications in learning settings where the pleasure of learning and acquiring is obstructed by fears and blocking mental visions.

## **Group 2: Mental health and health counseling**

### **Effects of social media in today's society on youth's mental health and self-esteem**

Tiffany Casaccio, Roosevelt University

Social Media or often known as Social Networking, has become a part of many people's daily lives. Social networking sites (e.g. Facebook, twitter and Instagram) are used stay connected with friends and family through individualized profiles that

contain personal information and pictures. As communicating and maintaining relationship via the Internet continues to become a norm, we have to question the influence it has on youth's self-esteem and mental health. When individuals post information to their social networking site, it becomes public to their friends and is open for people to give positive or negative feedback in return, which can alter someone's moods or emotions.

Valkenburg, Peter, and Schouten (2006) researched the consequences of social networking and the relationship between self-esteem and the well-being of the user. They found that self-esteem was affected by the tone of the feedback received on their profile. The positive feedback received, would increase the person's self-esteem, whereas the negative feedback would decrease self-esteem.

Tazghini and Siedlecki (2012). They hypothesized the way a person acted on Facebook was related to their self-esteem. A relationship between lower self-esteem and Facebook social connectivity was identified. People with lower self-esteem were more selective of pictures on their Facebook profiles, and would "untag" themselves from pictures that were not as flattering.

In a more recent Australian study, Neira and Barber (2014) found similar results. Specifically, the frequency that an individual will use a social media site is correlated to a higher social self-concept. Where as investment in social media sited confirmed lower self-esteem and more potential for depression. The results were more prominent with females than males.

The negativity that can be associated with social networking such as Cyber bullying can really affect a person's mental state and can cause depression and increase rates of suicide.

This presentation will address how this issue is an increasing global problem through data and will discuss preventative steps counselors and parents can take when working with these types of issues.

The audience will walk away with knowledge of issues arising from Social Media and tips on how to address adolescents maybe dealing with cyber bulling or low self esteem.

### **Mental Health Issues in Collage Life**

Yasemin Karagoz, FatoÅ Erkman, BoÅ YazıÅı University

In recent years, student mental health issues have drawn heightened national attention in Turkey, with colleges and universities reporting unprecedented numbers of students in psychological distress. In Boğaziçi Univeristy which is the top university in Turkey, there are increasingly serious mental health issues among both students and academic staff. Therefore, a task force was instated for mental health and wellbeing of the university.

The task force urged the Boğaziçi Colleges and Universities to take action that ensures its campuses can create healthful learning environments. The charge of the task force was to identify issues related to the mental health of students at campus and develop recommendations to better address these issues. The task force met nine times between February 2014 and June 2014, members included academicians of psychological counseling-guidance and psychology department, research assistant of psychological counseling and guidance department, university president counsel, university counseling and research center coordinator, disability coordinator, psychiatrist, psychologist and health service staff. In these three months, task force creates a online survey for students, focus groups for students and staffs and interview with the university members including students, academicians, coordinators and service staffs. The survey which was developed from American College Health Association (ACHA, 2006) conducted in May 2014 to the students. There are four part in the survey including both quantitative and qualitative parts. The quantitative part of the survey was answered by total 2207 students and the qualitative part was answered by 1291 students in 2 weeks.

In addition to the survey, the mental health task force group conducted focus groups with 54 students from different years including graduate and undergraduate, 18 academicians from different departments and university personals from different services. Total 12 focus group interviews were conducted during March 2014.

According to the survey and focus groups results high number of mental health issues among collage life was determined. In addition to the determine problem, university members expectations and recommendation for their well beings in university life.

This research was the first known mental health research in one of the Turkish universities. The ultimate aim is to generalize this type of researches among other universities to sets goals for prevents mental health problems.

### **Global, Regional and Local Crisis and Trauma (Part 1): An Overview and Introduction to the Brain/Body Connection**

Marilyn G. Haight, Walden University

Crisis and trauma is a global concern, affecting millions of individuals annually. This presentation is designed to provide clinicians with an overview of crisis and trauma, including a working definition of critical incidents, crisis, and trauma, as well as different types of trauma clients may experience. Discussion will include unique individual responses to similar incidents as well as concepts of "Big T" and "Little t" in terms of clients' response to trauma. Participants will be introduced to the subjective nature of emotional experiences and how different clients may respond to similar events. Qualities of traumas that may cause an event to be experienced as a large trauma will follow, including the role of underlying factors that may contribute to client responses to traumatic material. Participants will then be encouraged to identify their own "Big T" and "Little t" events in their lives as well as their varying responses to these stimuli

Current research on the brain-body connection of trauma will comprise the remainder of this session. Participants will learn the difference between the "brain" and the "mind" and understand how Mind and Body splits may occur. Symptoms of Mind and Body splits such as depression, internalized anger, and somatic concerns will also be addressed. Phenomena related to the splitting of the self, and clinical challenges will be explained from an organic perspective detailing how the brain's functioning may be disrupted. Participants will receive suggestions for interdisciplinary interventions which address symptoms of trauma, including the role of diet, exercise and stress reduction exercise

## **Global, Regional and Local Crisis and Trauma (Part 2): Interventions for Counseling Survivors: Restorative Breathing, Guided Imagery, and the Employment**

Rhonda Neswald-Potter, Walden University.

Clients who have been traumatized often exhibit a fight or flight responses, even within the counseling sessions. Teaching clients self-soothing strategies is the first step towards addressing the trauma and helping the client move to a place of meaning making. Sensory-based calming activities can be effective for reducing client trauma by helping clients develop an awareness of their bodies and facilitating clients attaching to the present, rather than to the trauma/traumatic event/point in time when the trauma occurred.

Attendees will be introduced to basic concepts of Amber Grey's work involving restorative breathing interventions for refugees (2014) and trauma survivors. Particular emphasis will be placed on participants developing familiarity with the importance of presentness and gravity as clinical tools. Participants will then be encouraged to integrate restorative breathing strategies with individual stress monitoring, using Biodots ©.

## **Mental Health and the Media: Depictions of Mental Health in Bollywood**

Shannon Shoemaker

The Pennsylvania State University

The term Bollywood was coined around the 1970's and is one of the strongest film industries in the world, with ticket sales close to 4 billion every year, making more movies annually than even Hollywood (Malik, Trimzi & Galluci, 2011; Mishra, 2008). This number of viewers has provided education, information and entertainment to the both the Indian populations (all castes and levels) as well as the Indian diasporas around the world (Galician & Natharius, 2008). Movies are at the forefront for educating audiences about the human condition as it reflects and shapes the popular culture of single societies (Galician & Natharius, 2008). The influence of Bollywood is everywhere such as at weddings and religious services, on billboards and songs in buses or the radio, with 23 million people going to the movies daily in India (Malik, Trimzi & Galluci, 2011). Media in the form of an iconic and influential film industry such as Bollywood is a reflection of society in that it represents current perceptions of the people while simultaneously giving information to the people about their beliefs and values (Padhy, Khatana, & Sarkar, 2014). Particularly, media and mental health interact in complex ways. Media can provide portrayals of mental illness as well as information about mental illness and how it is treated. Media can also be a means of changing perspectives by reducing inaccurate perceptions and can have an impact on people who are currently living with mental illness, but it can also be a risk factor for mental illness and mental health in areas such as alcoholism, substance abuse, tobacco use, internet addiction and eating disorders, or even risk taking behaviors such as increased sexualized behavior (Malik, Trimzi & Galluci, 2011; Padhy, Khatana & Sarkar, 2014). This session will examine numerous clips of films from Bollywood in order to present a background for how media in India is influencing mental health perceptions. There will also be a discussion on how media can be used negatively and positively to provide information on mental health and mental illness as well as counseling as a profession.

## **An investigation of the predictive role of cognitive distortions, empathy and rumination level on forgiveness**

Asli Asciglu Onal, Ilhan Yalcin, Ankara University

Forgiveness is an important construct which has been examined nearly for three decades in counseling and related areas (Enright & The Human Development Study Group, 1991; 1996; Fitzgibbons, 1986; Hall & Fincham, 2005; Thompson et al. 2005). Unforgiveness is one of the major interpersonal stressor in daily lives of individuals (Worthington & Scherer, 2004). It has been observed forgiveness is an efficient way for dealing with unpleasant feelings resulting from unforgiveness (Berry, Worthington, O'Connor, Parrott & Wade, 2005; Worthington & Scherer, 2004). In order to use forgiveness as an effective tool in counseling and psychotherapy practices, it is necessary to understand that how forgiveness process works and which factors affect it. The purpose of this study was to investigate whether interpersonal cognitive distortions, empathy and rumination significantly predict self forgiveness and forgiveness of others. Also, another aim was to examine whether there were significant differences between the level of forgiveness of others and self forgiveness among the university students in terms of gender. Based on these purpose, the questions of the study are below:

- a. Do interpersonal cognitive distortions, empathy and rumination significantly predict self forgiveness?
- b. Do interpersonal cognitive distortions, empathy and rumination significantly predict forgiveness of others?
- c. Are there significant differences in the level self forgiveness and forgiveness of others among the university students in terms of gender?

The study was carried out with 527 university students. The data were collected through Personal Information Form, Heartland Forgiveness Scale, Interpersonal Reactivity Index, short form of Rumination Scale and Interpersonal Cognitive Distortions Scale. One-way Multivariate Analysis of Variance (MANOVA) was used to examine whether there were significant differences on self forgiveness and forgiveness of others scores in terms of gender. The Stepwise Regression Analysis was used to examine the predictive role of interpersonal cognitive distortions, empathy and rumination on self-forgiveness and forgiveness of others.

The results revealed that there were no significant differences between males and females scores of self-forgiveness and forgiveness of others. Stepwise Regression Analysis showed that where the forgiveness of others was taken as a dependent variable, interpersonal rejections, perspective taking and emphatic concern were the significant predictors of forgiveness of others. In addition to that, where self-forgiveness were chosen as a dependent variable, rumination and personal distress were found significant predictors of self-forgiveness. This study has contributed understanding of forgiveness among university students by determining related factors with forgiveness.

## **What Helps and Hinders Immigrants and Refugees to Canada from Sub-Saharan Africa Recover from Pre-Migration Trauma**

Selebaleng Silver Mmapatsi, University of Botswana

The principal aim of this dissertation was to examine what immigrants and refugees experienced as helpful/unhelpful and what would have helped them in their recovery from premigration trauma. The Critical Incident Technique was used for screening of participants, data collection and analysis. The findings suggest a mental health or counselling intervention that is primarily reliant on the context of those suffering recognizing their social dynamics, beliefs and appraisal of suffering.

### **Suicide: Collateral Damages to Family and Friends and How they Recover**

Jackson Barry L., Bloomsburg University of Pennsylvania

Goals: To determine if a behavioural response pattern exists for family and friends after a suicide occurs. Although trauma treatment strategies exist for these collateral suicide victims there is a need to better understand the process of recovery for these individuals. The question was: can a progression model of recovery be developed to assist the practitioner in choosing intervention strategies based on the client's progress in recovery.

Data from 14 completed suicides and 3 unsuccessful suicides was collected by interviews with 43 family members, 3 individuals who had failed suicide attempts and 14 psychological autopsies (Shneidman, 1951 & 1992). Interviews were transcribed and independently coded by two clinicians (McLeod & Thomson, 2009) and the N+1 Saturation theory applied to the sample size (Guest, Bunce, & Johnson, 2006). Whittemore, Chase, & Mandle (2001) verified the methodology as valid in qualitative research. Coding was entered in NVIVO and patterns were identified. There is a specific pattern of feelings that people experienced in the process of recovery which may be helpful in treatment intervention. Limitation: the group studied was not racially diverse and had limited females as the victims. This study was not conducted for master's or doctoral work of any nature.

### **Self-Care in Mental Health: A Multicultural Perspective**

Gill Pali, Brittany Dennis

Not all cultures embrace self-care or practice self-care; whereas, some cultures embed self-care as a life practice in their daily lives. A brief description of self-care from a multicultural perspective will be provided in this session. Learn about the importance of self-care, why it matters culturally, and how clinicians can implement and assist clients in practicing self-care in their daily lives. A brief mindfulness based activity will be provided to experience the relevance of self-care. This session will also address the impact that self-care has on our body and on our brain; as well as, how various cultures integrate the body and brain. The session will end with a couple of self-care assessment tools that clinicians can use to assess both individual and client self-care habits.

### **The Young Adult and Chronic Illness: Implications for the Counselling Profession**

Dorianne Coleiro

Chronic illness is a term that carries several meanings as it exists in various severities, seriousness and potential disabilities. People are affected by chronic illness in myriad ways. The developmental stage of the individual living with the illness plays a major role in how one experiences the illness. This study aimed to explore the lived experiences of the young adult living with chronic illness and any implications it might have on the counselling profession. The qualitative paradigm using Gadamer's philosophical approach to hermeneutic phenomenology was the framework that guided this study. Twelve semi-structured, in-depth interviews were used to collect the data. Purposive sampling was used to recruit these participants, eight of whom were diagnosed with a chronic illness for more than one year and were between the ages of 18 to 34 years. These participants were asked to describe their experiences of living with chronic illness, and they recalled aspects and stories of their lives where they felt that have been influenced by life-long illness. The other four participants were nurses who worked with young adults diagnosed with chronic illness, for two years or more at the time of the interview. The latter were asked about their perceptions of the effects of chronic illness on the young adult. Triangulation of the data obtained from the two groups of participants was carried to identify any differences and similarities in their replies. Inclusion and exclusion criteria were developed to recruit the appropriate participants. The resulting five super-ordinate themes were described as 'a journey with chronic illness', 'life on a roller coaster', 'shedding the cocoon', 'the right for a family', and 'walking in the shade of help'. The meaning that one gives to the experience of chronic illness is pivotal in the way one adjusts to this experience, and which influences the meaning of identity as the person grows through young adulthood. This study highlights the need for respect for autonomy for the young person with chronic illness and emphasizes the need for unconditional support from family, friends and health care professionals. The influence of chronic illness on one's employability and the opportunity to develop intimate relationships had a significant standing in this study. This study identified the implications of chronic illness on the role of the counsellor and recognized the dire need for the provision of counsellors by the state. Counselling aims at the enhancement of personal development and personal responsibility. It can support the chronically-ill person to integrate the illness into one's identity and maintain a social status that is respectful for one's development. In addition, this study identifies the need for a policy that recognizes the 'expert patient' and develops strategies that enables the patients and the health care providers to work closer to each other. It also calls for intensive training for professionals about the biopsychosocial and spiritual effects of chronic illness on the young adult, and on the developmental tasks of the individual across the life-span. Although literature on chronic illness is vast, this study calls for a need for further research about chronic illness during adulthood, particularly how this impacts on the family caring for a young adult with chronic illness.

Although the small number of participants can be considered as a limitation of the study and results cannot be generalized; it allowed the researcher to obtain in-depth and rich data collection and thus making it manageable to analyse and discuss.

### **Suicide In India: Toward A Systemic Understanding**

Sachin Jain, University of South Dakota; Bart Begalka, Trinity Western University; Dawn Percher, B. A.

According to the latest World Health Organization figures India has the highest suicide rate in the world for those in the 15 – 29 year old age range. While there is an extant body of literature on suicide in India, the research is predominantly quantitative and descriptive, which, in the view of the authors, limits an understanding of the factors that contribute to the

phenomenon. In this presentation the authors suggest systemic factors, unique to the Indian context, that may provide a fruitful line of inquiry. The authors then present models of research that they feel would provide causal explanations, which in turn could inform mental health policies in India. Presenters will also provide a brief overview of Indian culture and share resources for effectively organizing a service learning outreach program.

### **Using Dialogue in Transformation of Historical Trauma**

Kristina Peterson, Dennis Frank  
Roosevelt University

When a traumatic event occurs, people are challenged to develop new ways of thinking and responding to other such events. Many events can be described as traumatic; violent crime, serious accident, natural disaster, and people have unique responses to such things. Sociohistorical trauma occurs when the event is “perpetrated by people on people, such as in child maltreatment, domestic violence, or war (Derezotes, 2014, pg. 5).”

Trauma often leaves people with a sense of powerlessness because they cannot control the events that cause such harm. Often, trauma causes people to disconnect from others, themselves, and even the world around them because their belief in the goodness of the world has been betrayed and it’s hard for them to trust. The result can lead individuals to suffer with Post Traumatic Stress Disorder and other symptoms of stress. Although currently a diagnosis of PTSD requires exposure to a ‘life-threatening’ event, research now suggests that more than 80% of events associated with PTSD symptoms are not life threatening (Derezotes, 2014).

Historical trauma is generally considered a collective experience as opposed to an individual experience, and involves complex interactions between the individual, family, and culture (Denham, 2008). Historical trauma can also be intergenerational in it’s nature, causing descendants of individuals who actually experienced the traumatic event to suffer from PTSD symptoms and other trauma stress related to that event, even if they did not experience it firsthand. The ways in which transmission of historical trauma occurs are still vague, but researchers see it as a secondary traumatization. For example, Westerink and Giarrantano, 1999, found that wives of war veterans experienced more psychological distress than women in a control group. Symptoms of emotional numbing, detachment, and avoidance may affect parenting and other relationships within a culture, which in turn, affects generations to follow.

Counselors and therapists around the world are beginning to recognize sociohistorical trauma in their clients, and are working on specific ways to facilitate transformation. According to Derezotes (2014), “transformation is viewed as an intentional process in which the person gradually uses her trauma as an opportunity for increased growth and service to others (p. 27).” More than just resilience or even healing, transformation in populations who have experienced oppression is empowering and even considered necessary for those individuals to protect and improve their lives.

This presentation seeks to introduce participants to the concept of sociohistorical trauma, how to recognize it in clients and in larger populations of oppressed populations. The presenter will discuss the definition of transformation and ideas for facilitating post-traumatic growth in individuals and the collective. Participants will learn about several different Dialogue Models and their applications. Finally, those participating will engage in a dialogue activity designed for work with communities with mental health issues.

### **Crisis Counselors Experiences Of Providing Psychoemotional Support During Disasters In Malaysia**

Haniza Rais, International Islamic University Malaysia

Malaysia has faced unexpected disasters in the past few years, be it natural and man made, that has led to the immediate needs for professional helpers to provide psycho-emotional support to the affected people. The International Counseling Association of Malaysia (PERKAMA INTERNATIONAL) has been requested to assist at different occasions as the National hit with unexpected disaster like flood disaster, Lahad Datu Incidence and later flight disaster involving MH17 and MH 370. PERKAMA being one of the partners of the Malaysian Crisis Intervention Team (MCIT) has assisted Sabahan children who were at that time national service trainee in West Malaysia during Lahad Datu incidence. As for MH 370 and MH 17 incidences, PERKAMA were requested to provide psycho-emotional assistance to the families and caregivers of the passengers and crew of MH370. It was PERKAMA’s obligations to honor its MOU with Malaysian Airline since 2012. PERKAMA were consistently involved in the plane crash exercise, helped revise the training modules, provide training to the caregivers/volunteers of Malaysia Airline staff/cabin crew. All the experiences have great impact on our counseling profession and counseling training in Malaysia. A qualitative study was conducted to gather as much information from as many professional helpers as possible to share their views and feedback on their professional endeavors in helping people during these crises. The objectives are to explore the challenges faced during the process of helping; to identify specific skills that can make them better crisis counselors and to propose suggestions to improve the delivery of support and services. Data were collected through interviews and Focus Group Discussion (FGD). Open-ended questionnaires were also distributed to the crisis counselors. Their involvement seemed to test their professionalism. Their readiness and preparation were among importance highlights of their reflections

### **Group 3: Gender issues in counselling with an emphasis on the full participation of girls and women in society, Family and couple counselling**

#### **Taking the greatest risk of all--Cross the border to escape fear and find hope**

Glenda Reynolds, Gilbert Duenas, Auburn University Montgomery

While building bridges of discourse based on household visits over a three-year period with emigrant Mexican women, now living in the United States, we reflect upon many hours of heartfelt conversation that occurred while seated around the kitchen table or on a living room sofa. From these candid, dialogic exchanges, we experienced a dual outcome: a rare glimpse of their childhood sufferings and economic struggles that affected their childhood and adult lives in Mexico, and an opportunity for nurturing mutually helping relationships based on increasing levels of trust. In research with Mexican families, Allen (2008) explained that a teacher’s household visits to the homes of Mexican families helped nurture

'confianza' or mutual trust because the conversation was not scripted but rather informal and both parties accommodated to one another's perspectives and needs. Since the very beginning of their lives, these women were oriented to subscribe to traditional, cultural mores that entail bearing children at a very young age (often, at 16 or 17 years of age) in turn, preparing the family meals, washing clothes, and ensuring the household remained clean. In certain circumstances to support their own parents' efforts to raise a large family, these women turned to their local community to secure work (for extremely low wages) in occupations such as housecleaning, sewing, harvesting crops, tending to flock, or cooking at a local eatery or restaurant. All of these cultural expectations dramatically narrowed the chances for Mexican women to attend school beyond the fourth or fifth grade. To escape the ravages of poverty, crime, despair of no future--for them and their future children, these emigrant women reach a decision point to take leave their homeland and enjoin the services of an El Coyote to illegally cross the U.S. - Mexico border. As background to this discussion, the Mexican women disclosed the raw necessity of living under extreme, poor living conditions: sleeping on dirt floors, bathing and washing clothes at a nearby river, with the husband typically earning a meager salary of only \$160.00 per week--in contrast to the 2010 average Mexican quarterly household income of approximately of \$5,976.00--and facing limited educational opportunities (Passel, Cohn, & Gonzalez-Barrera, 2012). Returning to the necessity for hiring an El Coyote, such an individual exacts a high payment and in exchange promises to safely lead these entrusting human beings across a desert, a river, underneath a bridge, or a mountainous region—with entry somewhere along a 2,000 mile border between the United States and Mexico (Tague, 2010; Valdés, 1996). In a moment of immense candor, a woman expresses a critical decision to get a medical procedure to never bear children so that if caught by border bandits, in attempting to illegally cross the border that she will hopefully survive the ordeal and not become pregnant enroute to a new life in the United States. In line with Solorzano and Yosso's (2002) work on Critical Race Theory, an underlying reason, for the construction of this narrative about the life experiences of the Mexican women was to offer a first-person, counter story to the misperceptions that so often personify minorities [and in this case, immigrant] populations, and in particular a community that has found refuge in these United States of America.

These presenters will discuss their experiences and findings about the working conditions of immigrant women, with special attention to work and career opportunities for women in Italy, as compared to Latino/Hispanic populations in USA.

### **I had no idea this was going to be my Life: An Exploration of the Social Factors that Impact Lesbian Identity Development**

Tamara J. Hinojosa, Texas A&M University

Although early research about lesbian identity often focused on linear identity development, current studies have focused on broader, more multi-faceted understandings of Lesbian sexual orientation (Shapiro, Rios, & Stewart, 2010). This broader focus has increased understanding of the fluidity of sexual orientation, but there is minimal research investigating the multiple dimensions of identity, including religion/spirituality, ethnicity, and social class (Abes & Jones, 2004). The goal of our qualitative study was to use narrative inquiry to explore the social contexts that influence how lesbians understand their sexual orientation, with an emphasis on religion/spirituality, ethnicity, and identity expression.

For the purpose of our study, we viewed the telling of narratives as a process that helps individuals reflect on the meaning of past experiences and then decide the impact these meanings may have on their current self-perceptions. The research questions included: (1) How do Lesbians foster understanding about their sexual orientation identity? and (2) How do social contexts influence Lesbian identity development?

We used purposeful criterion and snowball sampling to recruit ten participants. Sample demographics included women who ranged in age from 21 to 45. We conducted 60-90 minute semistructured, individual interviews. All interviews were audio recorded and transcribed verbatim. We also implemented trustworthiness methods, such as respondent validation, that enabled participants to have control over how their voices were represented (Miller & Crabtree, 1999).

We conducted a three-phase data analysis: (1) core story analysis, (2) turning point analysis, and (3) emplotment. In the first phase, we shortened participants' narratives without losing their primary meaning by using a core story process outlined by Emden (1998). Core stories were then used for the second and third phases of analysis. For our second phase of analysis, turning points were defined as radical shifts in participants' lives (Reissman, 2003). Exploring turning points helped us understand specific experiences that influenced participants' self-perceptions. In our final phase of analysis, we conducted emplotment by focusing on plots and sub-plots within core stories. We then compared plots and sub-plots across all participants' core stories to develop common categories.

The turning point analysis revealed transitional experiences at differing points in participants' lives that helped them understand their sexual orientation. However, these new understandings appeared to have significant consequences with family relationships, societal perceptions, and work or school environments.

Emplotment analysis revealed three major categories: coming-out, self-understanding through relationships, and other salient identities. While the coming out experience was unique to each participant, most participants discussed coming out to self and then coming out to parents. The self-understanding through relationships category incorporated romantic relationships participants had with men and/or women that facilitated awareness of their sexual orientation. Finally, the other salient identities category included participants' sexual orientation identity in relation to their religious/spiritual beliefs, their ethnicity, and their appearance.

Limitations included participant demographics. Our findings are limited to White and/or Mexican American women, living in southern U.S. Additionally, using interviews as the source of data required complete reliance on self-report. To address it, respondent validation and peer debriefing were incorporated (Patton, 2002).

### **Therapeutic Issues for Same-Sex Couples**

Dennis Frank, Roosevelt University

Same-sex couples share many commonalities with heterosexual couples. The day-to-day activities of their lives often are similar, but the social context in which they live differs greatly, largely due to the influences of the dominant heterosexual culture and traditional expectations of gender roles within a relationship. Traditional gender roles assume that women are

relational and men are instrumental. There exists some truth in these gender-related assumptions that can be used in understanding same-sex partnerships. Psychological femininity implies a commitment to the relationship, a tendency to accommodate the needs of a partner, and attempts to remedy problems between them. Psychological masculinity, on the other hand, often is reflective of competition, independence, and lack of emotionality within the context of the relationship. When problems occur, these individuals have the tendency to allow conditions to deteriorate, or to leave the partnership. Gay male couples tend to rely on social exchange (like doing things for one another) rather than on emotional or relational factors for mutual satisfaction. When at least one member has adopted a stereotypically masculine role, there are bound to be difficulties in the relationship, such as the use of distancing strategies, high levels of competition, and strong needs for control. Still, it is important to consider other issues that play a significant role between partners, such as ethnicity, cultural background, religion, social class, education, age, and immigration status. Identity stage discrepancies are also common for many same-sex couples given that many of these pairs merge before partners have completed their own identity growth. This results in members undertaking their individual sexual orientation development while simultaneously navigating the challenges of an evolving relationship. These stage differences frequently result in conflict regarding the level of "openness" each partner finds acceptable in family relationships, employment, community, and friendships. The presentation will also address the issue of "multiple social identities" that must be taken into consideration when providing services to same-gender couples. For example, one of the members of the couple may be biracial or struggling to reconcile a minority sexual orientation with a religious identity, and/or the members of the couple may be quite different culturally. The complexity of diversity, whether in reference to the broader culture or within the couple relationship, may be problematic. There may be external forces that deny the couple social privilege, but also vast internal differences also may exist between members of the couple. Concerns about, or differences in, religion, ethnicity, culture, worldview, health condition, disability, immigration status, age, education, socio-economic standing and need for family support are some areas for reflection. Goals: The goals of this presentation are assist therapists to become fully aware of the pitfalls of traditional heterosexual bias, and how treat a lesbian or gay couple in an appropriate fashion. There are no unique treatments for same-sex couples and the methods used with heterosexual couples can be adopted for gay and lesbian pairs. Though therapists need to know how to assess the environment of the relationship based on multiple factors, including the level of each partner's development; external issues (such as support or alienation from family, community, workplace, and friendships); presence of mental or physical illness or domestic violence; HIV concerns; stage discrepancies between members; and issues of intimacy. Gay and lesbian issues will be addressed somewhat differently, as certain life stressors may play more of a role for a male couple than a female couple, and vice versa. For example, lesbians often experience more anxiety than gay men regarding reactions of family members to their sexuality. Conversely, gay men report more stress surrounding HIV/AIDS-related issues and violence and harassment than do lesbian couples.

### **Identity Narratives Of Mexican American women in Counselor Education and Supervision Doctoral Programs**

Tamara J. Hinojosa, Texas A&M University

Due to the underrepresentation of ethnic minorities as students and faculty in Counselor Education and Supervision (CES) in the U.S. (Bradley & Holcomb-McCoy, 2003), studies exploring the doctoral experience for ethnic minority CES students are needed. As a result, this study focused on Mexican American women, who—when compared to other Latina subgroups—experience the greatest under representation in doctorate production (Watford, Rivas, Burciaga, & Solorzano, 2006). The goal of this study was twofold. Firstly, we wanted to investigate how the experiences of Mexican American women during their CES doctoral programs shape their identities and we wanted to understand their perceptions about the CES profession. Secondly, we hoped our findings could aid in increasing the number of Mexican American women, and other underrepresented groups, as CES doctoral students and faculty.

Research questions included: Research Question 1: How do CACREP-accredited Counselor Education and Supervision doctoral programs impact the identities of Mexican American women students? Research Question 2: How do Mexican American women doctoral students navigate their cultures of origin and the academic cultures of their CACREP-accredited Counselor Education and Supervision doctoral programs; Follow-up question to Research Question 2: How does this cultural navigation impact how students feel and act within their cultures of origin and within their academic CACREP-accredited CES doctoral cultural realms?

Narrative research and Anzaldúa's Borderlands Theory were used to examine Mexican American women's cultural experiences in CACREP-accredited CES doctoral programs. Purposeful criterion sampling and snowball sampling were used to recruit a sample size of five. This sample size enabled exploration of participants' experiences in depth- creating rich and descriptive data (Patton, 2002). Individual interviews were conducted and digitally recorded. There were four stages of data analysis. These phases included: (a) listening to narratives, (b) transcribing and interpreting individual transcripts, (c) searching across different fields of experience, and (d) exploring differences and commonalities among participants (Fraser, 2004).

The sample size (N=5) was a limitation though the purpose of this study was not to make generalizations. We remained very specific about extrapolations that can be drawn (Patton, 2002). Our findings are limited to Mexican American women, living the U.S., between a small age range of 25-37, primarily without children, in CACREP accredited CES doctoral programs. Additionally, using interviews as the source of data required complete reliance on self-report. To address it, respondent validation and peer debriefing were incorporated (Patton, 2002). Research findings align with previous research that suggests Latina/o graduate students are finding ways to merge their academic interests with their ethnic identities (González, 2006). In addition to providing scholarly mentorship, culturally empowering professional experiences are needed. Counselor educators should be sensitive to what it means to have and/or lose voice within an academic environment, as described by the participants in this and other Latina/o studies (González, 2006).

Counselor educators in doctoral programs should explore with students both the student's culture and the particular program culture and focus. Recruiting minority students can work well when the program and student can create the academic and cultural match that works best for everyone involved.



## **Counselling and government policy as panaceas for repositioning girl child education in Nigeria**

Oyaziwo Aluede, Ambrose Alli University

The paper examined the role of counseling and government policy as panaceas for repositioning girl child education in Nigeria. Promoting the education of the girl child has been a challenge to governments, stake holders and well-meaning individuals in Africa.

Counseling no doubt is a service targeted at enhancing the potentials of the individual; through self understanding and self development, with a view to making well balanced and productive individuals. In Nigeria, most girls are denied access to basic education due to religious, socio – economic, cultural and school related factors among others. It is the view of the authors of the paper that counselling girls who are denied access to education as a result of one reason or the other, will help them acquire basic education since one of the goals of counselling is to help individuals learn how to make decisions wisely. The paper also posits that appropriate provision of counseling facilities and tools will no doubt enhance the counselling process as it affects the education of the girl child. This no doubt may serve as an avenue for the counsellors to meet the demands of the girl child, through a careful synthesis and application of the techniques of counseling, which facilitates self understanding and self development.

This paper further posits that government policy at various levels is a strong instrument for effecting positive changes that would enhance the education of the girl child. The provision of free education for girls may have a significant impact or effect on enrolment of girls who hitherto may not have had access to education. In the same vein, the establishment of more secondary schools that are accessible to girls could enhance the enrolment of more girls in school, especially where some parents are not willing to send their daughters to co – educational institutions, or to schools that are far away from their homes for fear of their daughters' safety. The paper further posited that if government makes it a policy that counselors should be properly trained, provided with adequate working tools and facilities, and ensures that each school has the services of a professional counsellor, with the primary objective of counselling girls at risk of dropping out of school and those denied access to basic education will obviously increase enrolment of girls in schools. Thus, as a matter of policy laws should be promulgated by government to prohibit trafficking in girls and all cultural barriers that hinder the education of the girl child, as this would serve as a boost to the education of the girl child. Factors militating against the education of the girl child and the benefits of educating the girl child were also examined.

It is recommended that government should as a matter of urgency, train more counsellors and ensure that counselors are equipped with professional tools/ facilities and posted to all schools in the federation. In addition, government at all levels in Nigeria, should put in place policies that would ensure a conducive atmosphere in which the girl child can easily adapt to and maximize her potential, so as to contribute towards national development and above all secure her own empowerment.

## **Emotional Dependency and Dysfunctional Relationship Beliefs as Predictors of Relationship Satisfaction**

Evrin Çetinkaya Yıldız, Gülşah Kemer, Gokce Bulgan

Erciyes University

For many years now social scientist study the factors effecting relationship satisfaction in order to understand how some of the love relationships continue over the years while others cannot. As stated by many philosophers love is, one way or another, very close to mental illness. Undeniably, love theories/typologies accept at least one feature or mechanism that might be described as 'psychopathological' and characterized by obsession, irrational idealization, emotional instability or emotional dependency (Tallis, 2005). Remember mania (Lee, 1973), limerence (Tennov, 1979) and infatuation (Sternberg, 1986).

Romantic relationships either dating or marriage satisfy our deepest affiliative needs and are also the source of our emotional dependency. Likewise, dysfunctional relationship beliefs (i.e., interpersonal rejection, unrealistic relationship expectation, and interpersonal misperception) are found to be positively correlated to dyadic adjustment and marital satisfaction (i.e., Stackert & Bursik, 2003; Sullivan and Schwebel, 1995) and also negatively correlated to marital distress (i.e., Addis & Bernard, 2002). Cognitive Theory postulates that the endorsement of certain irrational expectations about what makes relationships functional and healthy strongly affects an individual's ability to adjust within a relationship. In the present study, we aimed at examining the role of emotional dependency and dysfunctional relationship beliefs in predicting married Turkish individuals' relationship quality. Therefore, our overarching research question was, when gender and marriage duration is controlled, what are the roles of emotional dependency and interpersonal cognitive distortions, namely, interpersonal rejection, unrealistic relationship expectations, and interpersonal misperceptions, in predicting married Turkish individuals' relationship quality?

Participants of the present study were 203 female (%52.9) and 181 male (47.1) married Turkish individuals with an age range of 21 to 73 years ( $M = 35.98$ ,  $SD = 8.00$ ). The average length of marriage among the participants was 10.09 years ( $SD = 8.24$ ). Approximately %86 of the participants had college degrees whereas %14 reported graduate degrees. We used convenient sampling method to recruit the participants from urban cities of Turkey. In order to collect data a demographic information form, Relationship Assessment Scale, Emotional Dependency Scale, and Interpersonal Cognitive Distortions Scale were administered.

The hierarchical regression analysis results revealed that, after controlling the effects of gender and length of marriage, multiple correlation coefficient between the linear combination of emotional dependency, interpersonal rejection, unrealistic relationship expectation, and interpersonal misperception, and relationship quality elevated to .64. Model 2 was also significant [ $F(4,373) = 60.79$ ,  $p < .001$ ,  $R^2 = .407$ ] and four predictors together accounted for 39% of the variance in relationship quality. In this model, emotional dependency uniquely explained a big part of the variance (30%) in relationship quality with a significant positive contribution [ $t(373) = 13.73$ ,  $p < .001$ ,  $\beta = .56$ ]. Interpersonal rejection, on the other hand, explained 7.5% of the variance and had a significant negative contribution to the relationship quality [ $t(373) = -5.49$ ,  $p > .001$ ,  $\beta = -.23$ ]. Similarly, unrealistic relationship expectations accounted for 2.8% of the variance and was negatively associated to participants' relationship quality [ $t(373) = -3.29$ ,  $p = .001$ ,  $\beta = -.14$ ]. Nevertheless, the contribution of the

interpersonal misperception to the relationship quality was not significant [ $t(373) = 1.34, p > .05$ ]. The results will be discussed in the light of current literature as well as cultural relevance, and implications for future research and practice will be provided.

### **Family Type, Duration of Marriage, and Personality Traits in Relation to Marital Satisfaction**

Gokce Bulgan, Gülşah Kemer, Evrim Çetinkaya Yıldız  
MEF University

The aim of the present study was to examine how marriage type, duration of marriage, and personality characteristics play a role in predicting married Turkish individuals' marital satisfaction levels. The hypotheses are as follows:

1. Marriage type will significantly predict individuals' marital satisfaction levels. More specifically, individuals from self-choice marriages will have significantly higher marital satisfaction levels than those from family-arranged marriages.
2. Duration of marriage will significantly predict individuals' marital satisfaction levels.
3. Personality traits will significantly predict individuals' marital satisfaction levels. While extraversion, agreeableness, conscientiousness, and openness will be significantly and positively related to marital satisfaction, neuroticism will be significantly but negatively related.

Participants were 288 (147 female and 141 male) married Turkish individuals living in urban cities in Turkey. In reaching the participants, convenience sampling method was utilized through word-of-mouth advertising. Participants' demographic information was collected through a form that included questions regarding gender, age, education, number of children, duration of marriage, and marriage type (family-arranged vs. self-choice). In addition, the Big Five Inventory (John & Srivastava, 1999) was utilized to assess participants' personality traits and the Marital Satisfaction Scale (Tezer, 1996) was used to assess the overall satisfaction of married individuals. Hierarchical regression analyses revealed significant results for the linear combination of marriage type and duration of marriage as well as personality traits in explaining individuals' marital satisfaction levels. More specifically, duration of marriage, agreeableness, conscientiousness, and neuroticism were found to have individual significant contributions to Turkish individuals' marital satisfaction levels. The current study relied on self-report measures, which comes with the risk that all reported data is based on participants' perceptions. Not controlling social desirability, we acknowledge that participants' reports may have involved under- or over-report of personality characteristics as well as marital satisfaction. Additionally, this study recruited a voluntary sample of participants from urban cities of Turkey. Results of this study have implications for mental health professionals working in the field of marriage and family counselling. In the multicultural world we live in, different cultures have different dynamics involved in marriage. Based on our findings, counsellors could take into consideration the clients' intrapersonal factors especially their level of agreeableness, conscientiousness, and neuroticism in dealing with marital issues. In addition, our findings indicated a significant positive relationship between marital satisfaction and duration of marriage. Therefore, paying attention to the factors that have positively contributed to and brought the couple emotionally closer throughout their marriage while learning how the couple had dealt with the stressors in their earlier years of marriage could be helpful.

### **Combating Workplace Bullying: Social Justice for the Marginalized**

Mary Amanda Graham, Seattle University  
Dale-Elizabeth Pehrsson, Central Michigan University  
Jackie Leibsohn, Seattle University

Workplace bullying causes great emotional, physical and social strain on individuals and is an international epidemic. According to Einarsen (1999) and Jennifer et al. (2003) workplace bullying is the display of repeated, hostile behaviors toward an individual in the workplace that are unwanted and unwarranted by the target. These behaviors are meant, by the offender to cause humiliation, distress, or harm causing physical, spiritual and psychological harm to the victim. Victims develop symptoms of job anxiety, adjustment disorders, symptoms of PTSD, physical ailments, strained relationships in the home, high levels of stress and shame. In 2010, a survey conducted by the Workplace Bullying Institute found that 35% of workers reported experiencing bullying firsthand, 62% identified bullies as men, while 58% identified women as the target. Overall, Women are 79% of the targets for bullying in the workplace. Gardner et al., (2013) points out that cultural minorities (as well as minorities in terms of gender, disability, or other possible characteristics) may be at a greater risk for being bullied. Often individuals suffering from workplace bullying engage in self-blame and have a difficult time identifying how the employment structure is impacting their total person. This presentation is based on a combination of theory, research and practice. Bryner (2007) and Balducci, Fraccaroli & Schaufeli (2011) indicates the issue of workplace bullying has more devastating effects on psychological health and well-being on victims than any other types of trauma. As counselors and counselor educators it is imperative we understand how to provide the best services to clients experiencing bullying in the workplace. It is also as important as educators to teach students best practices to assist clients in identifying and mitigating bullying while maintaining healthy emotional well-being. An emphasis will be placed on social justice advocacy for and with clients as well as strategies clients can use to advocate for equal treatment in the workplace. Presenters will also provide a summary of premises of workplace bullying and the psychological, physical, social and cultural impact upon victims. Additionally, a comprehensive guide for practicing counselors to use in assisting clients who are suffering victimization and subsequent behavior will be presented.

### **Gender and cultural factors affecting educational and work-related success for adolescent and emerging adult women**

Elizabeth Anne Marshall, University of Victoria

The purpose of this presentation is to highlight the intersection of gender and cultural issues and expectations related to education and work success for adolescent and young adult women. I present the results from our team's qualitative research with young women aged 17 to 30 exploring the impact, potential, and challenges of gender and cultural identity in the context of educational and work decisions and transitions. Implications for counselling professionals, advising, and counsellor education are discussed.

**Theoretical Framework:** Our work is situated in Relational Cultural Theory (RCT) (Jordan, 2009) and in social constructionist frameworks emphasizing the meaning of education and work-related actions as embedded in social and cultural contexts (Blustein, Schultheiss, & Flum, 2004; Josselson, 1998). We are also influenced by a social justice orientation.

**Research Questions:** What are the perceived factors contributing to successful school-to-postsecondary education and school-to-work transitions for adolescent and young adult women, particularly in minority cultural contexts? More specifically, we asked what supports, barriers, practices, and structures were experienced by the young women themselves.

**Rationale:** Education and work play a central role in people's lives – they contribute to overall social and economic well-being and are a primary way to establish life meaning and identity (Blustein, et al., 2004). Educational and work success has also been shown to be a significant predictor of overall mental health. Together with relationships, decisions about education, training, and subsequent work are arguably the most important decisions facing emerging adults as they leave secondary school.

Over the past several decades, education and work have changed significantly, due in large part to globalization and the growth of technology (Karoly, 2009). However, in spite of significant increases in the numbers of young women entering postsecondary institutions and the labour force, limited access, gender segregation, sex-typed training and careers, and lower wages continue to pose barriers to the realization of their potential in countries around the world (Coppie, Dupray & Moullet, 2014; Dinella, Fulcher & Weisgram, 2014).

Recently, there is increasing emphasis on the intersection of gender and culture as it relates to work, education, and other significant life decisions (Arnett, 2011). For adolescent and young adult women making the transition to post-secondary education and the workforce, this intersection is particularly salient and can have far-reaching impacts on their futures. There is abundant survey data available on post-secondary education and employment but less in-depth qualitative research that has explored the gender and cultural aspects related to successful transitions. Our research addressed this gap.

**Methodology:** Four qualitative studies involved a total of 130 adolescent and young adult rural and urban women aged 17 to 30. Using narrative and critical narrative methods, these individual and group interview participants described their educational and work transition experiences in 45 to 90 minute interviews. Of these, 25 also participated in interactive story mapping and possible selves mapping processes developed by Marshall, Stewart, and colleagues. Research team members analyzed the transcribed interviews; Braun and Clarke's (2006) thematic analysis procedures were adapted to include cultural and contextual factors.

**Major Findings:** Six common factors (themes) were identified across the studies: gender and cultural identity, relational connectedness, respecting diversity, family and community roles and expectations, education/work colleague roles and expectations, and impact of discrimination. Several more specific sub-themes related to particular cultural perspectives, community values, and local contexts.

**Discussion:** Our participants' experiences are contrasted to more mainstream or majority population expectations and assumptions related to gender roles, individuation, choice, affluence, and success. Despite young women's ever-increasing participation in postsecondary education and the work force, they perceive their options and access to be heavily influenced by family, community, and cultural expectations. Immigrant young women and those from cultural minorities felt particularly constrained by gender role norms and patterns. Relational support and specific mentoring programs and strategies were reported to be helpful when challenging these gendered norms and stereotypes.

**Limitations of the research** include the purposeful qualitative sampling and the research location in an economically developed country (Canada).

**Conclusions:** Counselling professionals have an important role in addressing gender and cultural expectations and inequities. Gender-sensitive and culturally inclusive theories, models, and counsellor education/training curricula will contribute to the wellbeing of all adolescents and emerging adults. Relational support and mentoring were found to be effective practices to support educational and work transitions for young women.

### **Perceived Influence of Counselling Services on Edu-Vocational Development of Girl-Child Education in Nigeria**

AWOYEMI Emmanuel Adesoji, University of Ibadan

The impact of education in molding the life of a woman in shaping the overall development of the society, cannot be over-emphasized. When a woman is educated, a whole nation is developed says an adage. Thus, when a society neglects either consciously or unconsciously, that society will be backward in all ramifications.

This paper therefore examined the perceived influence of counseling services on the educational and vocational developments of a girl-child in Nigeria. Various literatures were reviewed theoretically and empirically. Adopting descriptive survey research design, a sample size of two hundred and thirty six (236) unlicensed practicing counselors were employed to fill the questionnaire used in the study. Using t-test statistical analysis, three hypotheses were tested at 0.05 level of significance.

Result findings, showed that, there is no significant difference in the opinion of the respondents on the perceived influence of counselling service on the vocational and education development of the girl-child development based on gender, educational qualification and year of experience.

Based on the above findings, among others, it was recommended that there is the urgent need to place great emphasis on girl-child education. Equally, awareness on the importance of counseling services in assisting students especially, girl-child should be promoted in our schools.

#### **Group 4: Issues of cultural diversity, Research in counseling**

##### **Building Bridges for Black Immigrant Women's Spirituality in Counselling: Current Research and Future Implications**

Sandra Dixon, University of Calgary

Background: Understanding the role spirituality plays in African Canadian immigrants' reconstruction of their cultural identities is critical to multicultural counsellors' sensitivity to the life experiences of this group and their ability to advocate for them. However, the role of spiritual faith in psychological well-being is often overlooked in multicultural counselling research and practice. This gap is especially lamentable given that people of African descent constitute the third largest non-dominant group in Canada with a self-reported population of over 662,200 (Statistics Canada, 2013). The term non-dominant refers to those groups that are "commonly marginalized in society by virtue of being different from the dominant Anglo-Saxon, male, heterosexual culture" (Arthur & Collins, 2010, p. 16). A subgroup of this population, African Canadian Immigrant Women (ACIW), is considered to be more religious and spiritual than their male counterparts (Statistics Canada, 2013). Also, in addition to struggling with cultural diversity issues including racism and class exploitation, they also contend with sexism (DePass, 2012; James, 2010). Thus, they experience an even greater sense of cultural dislocation than their male counterparts, and rely more on their spirituality to reconstruct their post-immigration identity.

It is generally recognized that spirituality – the belief in a higher power – is often a critical tool for coping with adverse life challenges (Fukuyama & Sevig, 1999). For many ACIW, spirituality serves as a source of strength and healing when dealing with post-immigration stressors including sexism, racism, and unemployment (Este & Bernard, 2006). However, research has yet to explore spirituality's potential for helping this racial group to reconstruct their cultural identity. From this perspective, counsellors need to be culturally mindful of the intersecting dimensions of gender, race, and spirituality for influencing mental health and appropriate therapeutic interventions when working with this non-dominant population. Thus, the aim of this working group presentation is to increase awareness within counselling practices for this population, with emphasis being given to appropriate future research in this area, and implications for counselling.

Research Question & Goal: My current doctoral thesis intends to answer this key question: what is the experience of ACIW who use spirituality to reconstruct their cultural identities? By answering this important question, the goal of my research is to aid in the development of culturally sensitive counselling services for not only ACIW, but other non-dominant cultural immigrant groups as well.

Theoretical Framework & Methodology: The proposed dissertation thesis adopts a postmodern social constructionist theoretical framework, which emphasizes multiple perspectives and the importance of language in the way people reconstruct their lived experiences and their situations (Gergen, 2009; Lock & Strong, 2010). My chosen methodology is Heuristic Inquiry (HI). Developed by Clark Moustakas (1990), HI is a unique research approach that requires the primary researcher to have personal experience with the phenomenon in question. As an immigrant woman of African descent, I fulfill this requirement because my spiritual faith played a significant role in my ability to reconstruct my cultural identity in a Canadian context. HI allows collaborative interactions between the primary researcher and the participants, giving equal value to their stories. Through a meaning-making process, both groups are engaged and involved with self discovery (Djuraskovic & Arthur, 2010).

Data Analysis: Following ethics approval, six African Canadian Immigrant Women will be recruited from local churches in Calgary, Canada. Using in-depth, semi-structured interviews, I will chronicle the narratives of my participants. Transcriptions of the interviews will be analyzed for recurring themes and categories (Nzajibwami, 2009) and these will be verified by the participants via member checks to ensure their experiences are accurately reflected (Creswell, 2007). The final stage of data analysis will consist of a synthesis of the sub-themes and subcategories taken from the data. This synthesis represents the multiplicity of stories from the participants' perspectives.

Implications: The benefits of this study are four-fold: (1) engendering an understanding of the spiritual practices of African Canadian Immigrant Women; (2) advancing knowledge of the spiritual dimension of the complex processes of acculturation and cultural identity reconstruction; (3) enhancing multicultural counsellors' ability to integrate the spiritual experiences of their clients; and (4) increasing awareness of the intersecting dimensions of spirituality, gender, race, and social class among ACIW. These benefits will accrue to ACIW and other non-dominant immigrant groups for whom spirituality is important.

##### **The Adaptation of The Multidimensional Attitudes Scale Toward Persons With Disabilities to Turkish - (MAS)**

Ismail Yelpeze, Anadolu University

here are more than one billion disabled people all over the world. They make up 15 percent of the world population (WHO, 2011). In Turkey, the number of people with disabilities is more than 1.5 million (% 13) (TUIK, 2004). They have a lot of difficulties to cope with. However, one of the most challenging problems is others' attitudes to them. According to Özyürek (1977), society's attitudes towards people with disabilities affect their harmony in society more than the degree of disabilities does. Thus, it is important to create awareness to the public. However, to access this aim, first of all it is inevitable to measure people's attitudes toward people with disabilities. There are some scales in Turkish, but they measure just cognition factor of attitudes. Thus, different Inventories are needed to measure other sides of attitudes to people with disabilities.

The aim of the study is to adapt The Multidimensional Attitudes Scale Toward Persons with Disabilities – MAS (Findler, Vilchinsky and Werner, 2007) to Turkish and to examine its psychometric properties.

The scale was distributed to a sample of 165 university students along with a frequently employed attitude scale, the Attitudes Toward Disabled Persons Scale (Dökmen, 2000). The participants consist of two groups. First sample consists of 67 (40,6 percent) women, 95 (57,56 percent) men; and their mean age of 22,88 years old, and second one consists of 17 English teaching students.

The first phase's procedures involved translation of the original MAS into Turkish by two professionals at Anadolu University Psychological Counseling and Guidance Department for language equivalence. The translated form of MAS was sent to

PhD Noa Vilchinsky developing MAS to compare translated form and original form of MAS. Modifications were made on the translated form by six professionals from Psychological Counseling and Guidance Department and PhD Noa Vilchinsky. Later, with the aim of evaluating clarity/intelligibility of scale's items, the scale was conducted to 15 counseling students at Boğaziçi University and Anadolu University.

Phase 2 involved testing the construct validity of the Turkish MAS on students from Anadolu University's Psychological Counseling and Guidance Department. The confirmatory factor analysis applied to examine the factor validity of the scale was conducted with 165 students. Furthermore, with same participants Cronbach's alpha internal consistency coefficients were also calculated.

As a result of first confirmatory factor analysis applied, the coherence index was found to be  $\chi^2=305.94$  ( $sd=90$ ,  $p=1.00$ ),  $(\chi^2/sd)=0.580$ ,  $RMSEA=0.00$ ,  $standardized\ RMS=0.054$ ,  $NFI=0.90$ ,  $CFI=1.00$ ,  $GFI=0.90$  and  $AGFI=0.90$ . Three factors of the original scale were verified in Turkish form, too; affect, cognition, and behavior. The Cronbach's alpha internal consistency coefficient calculated for the reliability was .80, .82, .87, .83 for total scale, cognition, affect and behavior factors respectively.

The relation of MAS and Attitudes Toward Disabled Persons Scale -ATDP (Dökmen, 2000) was examined for the concurrent validity. The correlation coefficient among ATDP and all score MAS was ( $r = 37$ ,  $p <0.01$ ); Affect ( $r = .18$ ,  $p <0.05$ ); Cognition ( $r = 28$ ,  $p <0.01$ ) and Behavior ( $r = 49$ ,  $p <0.01$ ).

In the phase 3, the test-retest reliability of The Turkish MAS was checked. The questionnaire was administered twice with an interval of 4 weeks. The reliability coefficient of the scale obtained from the test-retest method of the scale was calculated  $r = .64$ ;  $r = .57$  and  $r = .56$  for Cognition, Affect and Behavior respectively.

Results of the validity and reliability studies showed that the Turkish version of MAS is a valid and reliable scale. The Multidimensional Attitudes Scale toward Persons with Disabilities adapted into Turkish culture is suitable to measure people's attitudes to disabled persons. This research can be used by teachers, counselors, psychiatrists and researchers. Unlike other scales measuring attitude to disabled people, the MAS is considered to be uni-dimensional. Thus, this scale can be regarded as superior than the other.

### **Integration of Language and Culture in Counselor Education: The Research-Based Language/Cultural Training Model (LCTM)**

Roberto Swazo, Dorota Celinska, University of Northern Iowa

The goals of this presentation are to discuss a model for multicultural training which encompasses the following: (a) to promote the integration of second language training infusion in counselor education training programs; (b) to encourage the revision of the current Multicultural Competencies for counselor education training programs; and (c) to create a systematic and organic process of language integration into counselor education curricula.

The theoretical framework of this presentation discusses the Language/Cultural Training Model (LCTM) that is designed to prepare professionals to address the needs of diverse migrant and language minority populations. The proposed model is framed by the following theoretical principles: (1) culture cannot be fully understood in the absence of linguistic components, (2) language is the anchor that cements cognitions, emotions, and behavior within a cultural context, (3) language acquisition expands multicultural competencies.

The research questions leading to the development of this model were the following: (a) What have been the current deficiencies in counselor education training? (b) How to integrate language(s) and culture in counselor education programs? And, (c) How does the Erasmus Mundus program sponsored by the European Union can be integrated to counselor education programs?

The rationale of this model is that the integration of a second language is a key component to promote self-awareness and cultural competencies that should be included as part of the multicultural counseling competencies. Although the Erasmus Mundus promotes the study abroad component it also lacks a theoretical frame of operation that prepares the student from a multicultural standpoint to be prepared to the new cultural environment.

The methodology of the research-based Language Cultural Training Model (LCT) training model is grounded on three studies on the effectiveness of multicultural training designs and one study on the relationships among the levels of multilingualism and cultural-linguistic professional competency.

All the studies were based on a combination of surveys, questionnaires, permanent product analyses, rating scales/self-reports.

(a) Study number one-Curriculum Design of Multicultural Courses (Implicit vs. Explicit). Sample: 87 graduate students in counselor education (school and mental health) at a metropolitan U.S. private university.

(b) Study number two-International Study Abroad versus On Campus. Sample: 20 graduate students of counseling and psychology.

(c) Study number three-Pedagogy of the International Study Abroad Course. 21 graduate student of counseling psychology.

(d) Study number four- Cultural Linguistic Professional Competency. Sample: 498 participants (graduate, undergraduate, and professionals from the field from 3 different universities) from the U.S.A. and Central America.

The major findings of the four studies in general were the following:

(a) The Explicit Curriculum Design (MC single course) is more effective in increasing trainees' multicultural competencies as indicated by their openness to diverse populations;

(b) Personal multicultural growth and insights into the discrepancies between unfamiliar culture and their own culture;

(c) Cultural-Linguistic Professional Competency is, to a large degree, rooted in the professionals' level of multilingualism (62% of variance)

(d) The best predictor of the professional's competency in providing diagnosis, therapy, and training in another language is his/her culturally-embedded (meaningful) use of that language (Beta=4.101, p=.01)

The conclusions point out that even with culturally embedded use of language, professionals need specialized training to apply their bi/multilingual skills to professional diagnostic, therapeutic and psycho-educational activities. This model has the potential to create synergy among counseling programs in Italy that would like to take the Erasmus Mundus initiative to the next level and have another set of teaching tools to teach languages and culture within a counseling framework.

### **Employee Downsizing and Psychological Effects in Botswana**

Selebaleng Silver Mmapatsi, University of Botswana

This dissertation examined the psychological effects of downsizing on retrenched employees in Botswana. A methodology adopted for the study was a Critical Incident Technique to analyze data from participants' interviews. The results of the study revealed a complex retrenchment effects and moving participant's narratives which extend beyond the individual to their families and wider communities. Also, the study provides a strong contribution to the future development and use of an Intercultural coping model aimed at understanding and management of psychological effects of retrenchments on departing employees.

### **Integrating Multilingual and Professional Multicultural Competencies: Implications for Professional Training**

Dorota Celinska, Roberto Swazo, Roosevelt University

A rationale for this presentation stems from the challenges of the increasingly fluid national boundaries and phenomenon of (im)migration that confronts counseling and related fields in European Union and the U.S.A. There is an urgent need to reconceptualize professional multicultural training to address the challenges of migration across continents and wellbeing of ethnic/linguistic minorities and women.

The goal of this presentations is to discuss research that supports embedding multilingual competency into multicultural training programs. Theoretical frameworks guiding this discussed research pertain to the socio-linguistic assumptions of language being an integral part of culture that enables full understanding and meaningful acquisition of cultural competence. To provide evidence for the importance of multilingual competency in developing professional cultural-linguistic competency, the study aimed at answering the following research questions: (1) what are the relationships among the levels of the multilingual competency and (2) what are the relationships between each level of the multilingual competency and cultural-linguistic professional competency.

This study design was survey using the Multilingual Competence in Counselor Education and Allied Disciplines (MCCEAD), an original 34-item survey developed by the second author. The survey instrument includes items that measure three levels of multilingual competency: (1) monolingualism, (2) academic-based second language acquisition, and (3) culturally-embedded bi/multilingualism. The second level is reflected by the years of second language instruction while the third level includes bi/multilingual social interactions and media use, the ability to speak language of the ancestors, and the ability to emigrate to another country linked to the competency in the country's language and customs. The items representing the cultural-linguistic professional competency included the professional's level of comfort and competency to provide in another language such services as individual and group counseling/therapy sessions, clinical diagnoses, and professional training.

The procedure pertained to collecting survey responses (on a voluntary basis) from 498 participants from the U.S.A. and Central America who represented diverse ethnicities, nationalities, levels of professional experience, gender, and age. Among the participants, 417 were students in mental health or school counseling, social work, psychology and family services programs from 3 universities (111 undergraduates and 316 graduates), and 64 were practicing professionals (41 in psychology and 23 in counseling).

A series of statistical analyses were conducted inclusive of factor analyses, multiple regression analyses, and Cronbach's alpha, yielding numerous significant findings relative to the relationships among the variables described above. Overall, 62% of variance in cultural-linguistic professional competency was explained by multilingual competency, with the strongest unique contribution from culturally-embedded bi/multilingualism (Beta=4.101, p=.01). One major finding related to the relationships among the levels of multilingual competency indicates a very weak correlation ( $r=.134$ ,  $p<.001$ ) between academic-based second language acquisition and culturally-embedded bi/multilingualism. Thus, professionals who learned a second language in an academic setting most likely failed to self-identify as bi/multilinguals and rarely used language in a culturally meaningful manner. A major finding pertaining to the relationships among the levels of multilingual competency and professional cultural-linguistic competency points out that the latter is significantly and strongly correlated ( $r=.708$ ,  $p=.01$ ) with the culturally-embedded bi/multilingualism while it is not significantly correlated ( $r=.091$ ,  $p=.059$ ) to the academic-based second language acquisition. Thus, professionals who reported ability to provide culturally competent professional services are most likely those bi/multilinguals who use language(s) in a culturally meaningful social contexts. In contrast, professionals who acquired second language through schooling were unlikely to acquire multicultural professional competency. These findings should be considered with caution given the study's limitations related to the self-report as a source of data and geographical constrains of the sample (i.e., mostly from the U.S.A).

In conclusion, the results support the premise of embedding multilingual competency into the models of professional multicultural training. In particular, they suggest that the counseling professionals' cultural-linguistic professional competency is, to a large degree, rooted in their culturally-embedded (meaningful) use of languages. However, even with culturally embedded use of language, professionals may need specialized training to apply their bi/multilingual skills to professional activities.

### **International counselling trainees'™ positive experiences of intercultural clinical practice**

Lorena Georgiadou, University of Edinburgh/Edge Hill University

Context and theoretical framework: Counsellor education is increasingly turning into a multicultural environment (Pattison and Robson, 2013). The limited relevant literature focuses on the challenges that 'culturally different' and international trainees may encounter when practising in a host environment or in a second language (e.g. Georgiadou, 2014).

Aim and rationale: This paper unravels a rarely exposed aspect of this phenomenon, namely, the benefits that international counselling trainees identify in practising across different languages and cultures. The illustration of this positive perspective may expand existing knowledge on international trainees' experience of clinical practice and can challenge the prevailing conceptualisation of this situation as potentially problematic.

Methodology: This paper stems from a doctoral study that explored the distinctive experiences of eight international counselling trainees in relation to working clinically in the UK. Semi-structured interviews with four native and four non-native English-speaking trainees were conducted. The interview schedule explored trainees' experiences in relation to 'different' language use in clinical practice, the presence and impact of cultural difference, and ways of dealing with (own) difference in the therapeutic environment. The generated data were analysed following the Interpretative Phenomenological Analysis principles (Smith, Flowers and Larkin, 2009). This resulted initially in two hierarchical schematic representations of trainees' experiences - one for native and one for non-native speakers. A final step of analysis brought these two data sets together, with the aim not to compare and contrast the findings, but to further illuminate the phenomenon under investigation.

Major findings: This process of 'synergy' elucidated four overarching themes: a) duality of experience: self and practice, b) struggles and benefits: from deficit to asset, c) negotiating difference intersubjectively and d) revisiting 'non-nativeness' in counselling. This paper presents findings related to the second overarching theme, focusing on the benefits strand.

Limitations: The sample's heterogeneity may have allowed an in-depth exploration of the phenomenon of 'being foreign', yet resulted in disregarding culture-specific experiences. This was reinforced by the confidentiality-related restrictions around disclosing participants' backgrounds and the specific context of the study. A larger participant recruitment pool would have minimised these challenges. Complications also arose from the vagueness in the terminology. Concepts such as 'cultural difference' needed to be carefully negotiated and agreed upon with each participant, but were still challenging to discuss concretely.

Conclusions and discussion: Alongside the exploration of the difficulties that international trainees encounter, it is imperative to also investigate and acknowledge the positive aspects of training and practising in host environments. On the one hand, holistic understanding of this under-researched, yet highly contemporary, phenomenon is anticipated to advance counsellor education and support provisions. On the other, the continuous promotion of a more positive attitude towards difference and diversity is expected to alter dominant discourses in intercultural practice, rendering the profession more apt for the globalised society we currently live in.

### **Analysis of Policy Research on School-Based Counseling in the United States: 2000-2015**

John Carey, RH Fredrickson Center, UMASS, Amherst; Sharon Rallis, UMASS, Amherst; Ian Martin, University of San Diego

We will present a review and analysis of the major policy studies concerning school counseling in the United States that were disseminated between 2000 and 2014. In all, we located 37 documents that were disseminated between 2000 and 2014 and that were either intentionally written with a focus on policy implications or were frequently used to attempt to influence policy decision-making. The review is organized by types of policy studies: Literature Reviews, Survey Research, Statewide Evaluations of School Counseling Programs, State Evaluations of School Counseling Practice, Existing Database Investigations of School Counseling, Research Identifying Elements of Exemplary Practice, Studies of Evaluation Capacity and Practices in School Counseling.

The results of several of the reviewed studies raise the question as to whether the role of the school counselor in high school and the range of duties associated with this role has become overly broad. Studies suggest that counselors cannot adequately focus their work on improving students' academic achievement and promoting college access partly because of this impossibly broad role.

Research on student outcomes associated with the implementation of the Comprehensive Developmental Guidance (CDG) approach (including the ASCA National Model) in schools has established that benefits to students can be expected if a CDG approach is implemented. Benefits to students can be expected to occur in high schools, middle schools, and elementary schools. Policy favoring CDG implementation is warranted.

Lower student-to-counselor ratios were consistently found to be associated with higher attendance rates, higher college application rates, lower discipline rates and (for elementary students) enhanced academic achievement. Government policies reducing these ratios (especially in states with particularly high ratios) would be expected to result in enhanced benefits to students. However, it is still unclear whether reducing ratios is the most cost-effective way to achieve policy objectives. Future policy research should use a cost-benefits approach to identify the most effective staffing patterns needed to achieve critical policy objectives in school counseling.

While research clearly documents the benefits and student outcomes associated with fully implemented programs, school counseling research to date has paid little attention to the effectiveness of actual practices that school counselors employ. More rigorous research and development is needed before school counselors can identify the interventions, curricula, and practices that result in the best student outcomes. Federal policy should promote this rigorous research on effective school counseling practices. In addition, investments are needed in creating mechanisms to better inform practitioners about research findings.

Although the primary responsibility for facilitation and oversight of school counseling occurs at the state level, very little information is available on efficient ways in which states can promote effective practice. Most state departments of education do not have adequate mechanisms in place to support the widespread implementation of the endorsed state school counseling models or the adoption of effective practices. State policy should focus on building the capacity of state departments of education to promote effective counseling in schools.

Almost all of the policy research reviewed above focuses on high school counseling. Additional studies need to be conducted on elementary and middle school counseling to: clarify policy objectives related to practice; identify the most important foci for practice, determine the most effective models for planning, organizing and directing practice; and identify effective activities and interventions. The ongoing federal Elementary and Secondary School Counseling Program (ESSCP) grant could be redesigned to help address this need for research.

School counseling has great potential to contribute to the public good by improving educational outcomes for students. Additional policy research to answer key questions noted above and changes in federal and state educational policy related to school counseling are needed to fully actualize this potential. The international implications of these policy research findings will be discussed.

### **School Counseling as an Evidence-Based Profession: The Final Results of A Randomized Controlled Trial of Student Success Skills**

John Carey, RH Fredrickson Center, UMASS, Amherst

School Counseling can develop as an evidence-based profession if there is sufficient attention placed on research on effective practices. The identification of effective curricula and approaches that promote the development of students' abilities to direct their own learning and engage effectively in the academic learning process is a critically important need across the international community of educators. School counselors in the United States are centrally involved in delivering such developmental curricula. This presentation will report the final results of a randomized controlled trial of Student Success Skills (SSS) (a classroom based school counseling curriculum) to determine its effects on the academic outcomes for participating students. This research project was supported by a \$2.7 million grant from the US Department of Education's Institute of Education Sciences (IES) to fully fund a four-year research effort.

The SSS curriculum was developed to systematically teach students fundamental learning, social, and self-management skills that have been demonstrated to link to improved academic achievement outcomes. SSS is based on a strong body of theoretical and empirical research (see Hattie, Biggs & Purdie, 1996; Masten & Coatsworth, 1998; Wang, Haertal & Walberg, 1994) and uses developmentally appropriate student lessons, activities, and teaching strategies. The curriculum has been widely used in elementary, middle, and high schools across the United States for the past ten years. SSS skills and strategies, through which student outcomes are improved, fall into five areas: 1) goal setting, progress monitoring; 2) creating a caring, supportive, and encouraging classroom community; 3) cognitive and memory skills; 4) performing under pressure and managing anxiety; and, 5) building healthy optimism.

We hypothesize that student's participation in the SSS five (45 minute) classroom lessons and a change in teachers' classroom practices (modeling, cueing, and coaching students to use SSS strategies) will lead to changes in socio-emotional measures, classroom climate and academic achievement.

The study employed an experimental design with random assignment of schools (30 schools per group; 60 total schools form two large Florida districts) to either treatment or comparison conditions. SSS was implemented with fidelity checks in all the 5th grade classrooms of the Experimental schools. Comparison schools conducted and recorded "business as usual" activities. Over 4,000, 5th graders participated in this study.

The primary analyses used hierarchical linear modeling using covariates to reduce error variance, thus, increasing power. HLM addresses the clustered/multi-level nature of the data in which students are nested within schools. We found that SSS resulted in increased cognitive engagement, decreased test anxiety, and increased classroom pro-social behavior. SSS was not found to be associated with increased academic achievement (as measured by standardized achievement test scores) or improved class climate. However, teachers in SSS schools increased their beliefs that school counselors contribute significantly to student's achievement.

We will discuss the meaning, implications and limitations of the results of this research project in terms of the practice of school counseling and in terms the potential development of school counseling as an evidence-based profession. This project illustrates the directions that the school counseling profession would need to take if it is to align itself with current directions in the international evidence-based practice movement. It has significant implications for how the school counseling profession approaches decision-making and structures the relationships between research and practice.

### **Religion, Spirituality, and Multicultural Counseling**

Matthew Lyons, Angela James, University of New Orleans

The counseling profession increasingly validates the role of spirituality and religion in human development. Cashwell and Young (2011) call spirituality a universal human capacity. In addition, we increasingly embrace the culturally embedded nature and diversity of spiritual and religious expressions. Richard Watts (2011) compares religion to the counseling fields theoretical traditions suggesting that they are "socially embedded and relationally distributed." Scholars point to the developmental nature of spiritual and religious identities and call for increasing attention given to religion and spiritual awareness as part of cultural competence (Moore-Thomas & Day-Vines, 2008). Embracing spirituality and religion and the diversity of their expressions will continue to be an area of growth for the profession in the years ahead.

This study emerged from the researcher's interest in the design of multicultural counseling courses. More specifically, the researcher wanted to understand if and how professors include spirituality and religious issues in their multicultural counseling courses. The researcher conducted a qualitative study using a grounded theory framework. The participants were ten professors from universities across the United States who teach multicultural counseling courses in CACREP accredited counseling programs. The researcher used a semi-structured interview guide. The questions were designed to understand the participant's ideas about spirituality and religion in the context of multicultural competence and how it may or may not be included in their courses. Each interview was transcribed and coded according to Charmaz (2006). In addition to the interviews, each participant was asked to provide their course syllabi, which provided additional data.

This presentation will present the results of the qualitative research including how the participants understand spirituality and religion in the context of multicultural competence and provide insight into their inclusion or lack of inclusion of the



topic in their multicultural counseling course. The presentation will address both the implications and limitations and make recommendations for future research.

### **International Counseling Traits: Identifying Counseling Traits Ranked Most Important by International Counseling Professionals through Q Sort Analysis**

Nate Perron, The Family Institute at Northwestern University

Research has shown an increase in the study and discussion of international counseling throughout the past decade in the mental health community. This proposal highlights the increased need for the counseling profession to 'stand in the gap' as suggested by the World Health Organization (WHO, 2012), and take steps to promote counseling services to those in need throughout the global community. An overview and description of the needs are reviewed and discussed as reported by the WHO, along with the response of organizations, such as the National Board for Certified Counselors International (NBCC –I, 2011), who continue to support efforts toward counselor development and advocacy.

Goals of this presentation are: 1) highlight the four main areas associated with international counseling within the counseling profession, 2) identify some of the most important traits for international counseling professionals to consider, and 3) consider ways in which international counseling traits will be promoted among counselor educators and trainers.

The presentation addresses the research question, "What personal and professional counseling traits are considered most important for counselors serving in international settings, as determined by counselor practitioners and educators with demonstrated international experience?" The purpose of embarking on this study was to develop a greater understanding of the traits deemed most important among experts of international counseling.

### **Colorism and Counseling**

Danielle Burton, Roosevelt University

The Webster Heritage Dictionary defines racism as "hatred or intolerance of another race or other races" ("racism", 2015). Today, racism internally afflicts minority communities. This internalized form of racism has come to be known as Colorism. Research suggests that, most often, African Americans and Latinos discriminate against each other on the basis of skin tone. Several studies show that, in terms of gender and skin tone, skin color influences the attractiveness ratings assigned to African American men far less than it does the attractiveness rating for African American women. The same is true for Asian Indians, who are found to use skin color as a marriage (and employment) preference criterion and to show bias against darker-skinned Indians. Because of the visibility of racial/ethnic phenotypes, people of color are often pressured to appear as members of the powerful group, which then encourages a continuation of colorism (Gunn Morris & Morris, 2010). This extends beyond personal appearance, creating pressure to acculturate the behaviors and values of the dominant race. Colorism continues to be a significant social phenomenon. If left uncorrected, colorism will further divide minority groups and spread stereotypical, prejudicial ideals across humanity.

The multicultural competency of the counselor dealing with colorism is vital to the therapeutic process. The most important aspect of multicultural counseling, as related to colorism, is the concept that membership in a particular group involves sharing in the culture of that group. (Meiring, Subramoney, Thomas, Decety, Fourie, 2014) This culture creates rules for social interaction, preferred modes of expression, communication among group members, shared beliefs and values, hierarchical structures of relationships and communities, etc. These factors influence physical, interpersonal, and emotional realities. For many ethnic and racial minority clients, then, the individual is not the appropriate level of intervention; rather, the appropriate level may be a social system including families or work environments (Pike, 2008).

Outcomes:

From this presentation, participants will gain an understanding of implicit and explicit bias in racial terms. Participants are encouraged to use this presentation as a starting point for conversations on bias in their communities.

### **Traditional Indigenous Knowledges and Counselling Homeless Clients**

Suzanne Stewart, University of Toronto

Currently, Indigenous peoples in Canada comprise about 4% of the overall population; yet represent 20-50% of the homeless population in urban areas across the country. This over-representation in homelessness identifies a significant area of need in terms of mental health services, as homeless peoples are also identified as having high rates of mental health problems. In Canada, traditional Indigenous knowledges were used for health and healing by Indigenous peoples since time immemorial. Since first contact with Europeans in the 1400s, the use of Indigenous knowledges in health care have been drastically reduced due to colonization and the cognitive imperialism of Western science. This qualitative study, in a large urban area, looked at how traditional Indigenous knowledges can help improve the mental health of Indigenous homeless clients. Fifteen mental health workers (counsellors and traditional elders) took part in narrative interviews regarding the strengths and challenges faced by homeless clients in accessing mental health service, including counselling and traditional healing/knowledges supports. Interview data and field notes were analyzed using narrative story maps, as an Indigenous narrative methodology developed by one of the authors (Stewart, 2008). Major findings include metathemes related to cultural identity, race and racism, the need to decolonize mental health services, and family/culture. Guidelines for the practice of counselling will be presented, and recommendations for national and international policy changes for homeless populations.

### **Integration of Religious and Spiritual Values in Group Therapy**

Shannon Shoemaker, The Pennsylvania State University

There is a limited amount of information regarding incorporating religious or spiritual values in individual counseling, and this is even more true for group counseling (Post & Wade, 2014). This session will incorporate numerous research studies as we examine what research has been done regarding religion and spirituality within the individual counseling session as well as how to ethically incorporate these discussions into the group setting (Cunningham, 2005; Margolin, Avants & Arnold, 2005; Nederman, Underwood & Hardy, 2010; Post & Wade, 2013). Yalom's therapeutic factors for group will be examined

in conjunction with the ethical guidelines set by ASERVIC, ASGW and ACA to discuss appropriate interventions in group therapy as well as barriers (Chen & Rybeck, 2004; MacKenzie & Livesley, 1980; Post & Wade, 2014). Attendees will learn to define religion and spirituality as described in the literature. They will have a brief overview of the research history surrounding the inclusion of religion and spirituality in individual as well as group counseling, as well as what work still needs to be done. Attendees will experience an intervention that could be utilized in group therapy. Discussion around how to appropriately bring up religion and spirituality within the group setting including barriers while following ethical guidelines will take place.

### **From dream to profession: building bridges of meaning with arts to cross uncertainty in vocational learning**

Roberta Sciannamea, Stefania Ulivieri Stiozzi  
University of Milano-Bicocca

The view of the professionalism dedicated to care proves nowadays to be increasingly heterogeneous and diversified. The multiplicity of figures is accompanied by different language and communication styles, for which there is a need to find a meeting point toward understanding and legitimacy in each other's differences and distinctive capabilities, whose only real integration can lead to true and authentic care. But how can you bring students who choose to engage themselves in this type of profession to the acquisition of consciousness and essential transversal skills that are required to actively practice it? And even before that, how can you help them to identify their needs, their fears, their insecurities and preconceived construction often unconsciously taken against the exercise of a profession that can be configured as one of the most delicate and constitutively drenched by responsibility? A profession that even before the ability to exert a clinical gaze towards the other, requires to those who are forming themselves and practice it the ability and the courage to become in the first instance an observer and healer of himself and of his lived work spaces. Is it possible to help young adult who are forming themselves at a university level for the exercise of these professions and support them in this existential growth process without abdicate to the building of technical and professional skills?

These are the questions that we tried to respond to by implementing a field research within the course of Pedagogy of the Educational Relation within the Master's Degree in Therapeutic-Artistic Academy of Brera, held by Professor Stefania Ulivieri Stiozzi Ridolfi. Its main objective was to bring aspiring therapists to greater understanding and legitimacy of their role within multiprofessional team in which they operate and provide skills that strengthen the capacity of self / hetero-listening and planning necessary for a conscious, careful and creative exercise of their profession.

The project, which involved 50 students, followed the methodological research-training model proposed by the Clinical Training (Massa, 1994; Riva, 2004) and the Counseling-Training (Ulivieri Stiozzi, 2013).

The clinical training is a paradigm of research / training and counseling urging groups of trainers to reflect on the material of which their practices are made: they perform a job under the supervision of the conductor, who helps them to symbolize the educational events in which they are involved in order to improve their relational and communication skills in the workplace. This research model, just for its scenic plant and for its ability to arouse the productions that dwell in the pre-conscious work groups, allows to mobilize a dialogue between the verbal and non-verbal languages between students, allowing the incarnation of their cognitive, affective and phantasmatic productions that the group's field (Correale, 1996, Hinshelwood, 2001) helps to develop, clarify and elaborate.

From an auto-training course balance, from the reports produced by students at a distance of 2 months and from the final qualitative interviews has emerged a strongly need for a space to "rest", in which students can metabolize their experience in the educational process and in which they can rethink itself and themselves with all the emotional complexity that the experience of care takes. The group dimension also helps the formation of fictional experience in which an interdisciplinary team is staged and questioned over its work processes.

### **Group 5: Counsellor education and supervision, Ethical issues, Assessment**

#### **Teaching Ethics In Turkish Counseling Programs**

Umut Arslan, John Sommers Flanagan, University of Montana

Ethics are "the heart of professional endeavor and identity" (Sommers Flanagan & Sommers Flanagan, 2007, p. 5) in counseling, and ethical codes are central parts and provide general ethical standards (Corey et al., 2011; Mabe & Rollin, 1986,). In addition, counselor educators are responsible to teach ethics to future counselors (Downs, 2003) who will be responsible for their ethical judgments' outcomes in the mental health profession (Corey et al., 2011). Thus, the main purpose of the study is to examine the qualification of existing ethics education undergraduate counselor education programs in Turkish universities. The additional aspects of this study also examine the learning resources available to these students.

For the purpose of this study, the following question will be posed: Is there a significant difference in knowledge of ethics in counseling between freshmen and seniors in Turkish university counselor education programs?

Based on TPCGA codes of ethics, this study investigates Turkish undergraduate counseling students' knowledge regarding 87 diverse ethical behaviors including avoiding harm, demonstrating competence, avoiding exploitation, showing respect, maintaining confidentiality (Pope et al., 1987), informed consent, and social equity and justice (Gibson & Pope 1993).

This quantitative study is also descriptive to apply a survey to explain the comparison between ethical behaviors in undergraduate counseling degree programs. This study will also describe the relationships between these constructs and variables of age, gender, family background, social-economical status, and learning sources.

Participants for the proposed study include approximately 400 undergraduate students enrolled in Psychological Counseling and Guidance college programs in two Turkish universities.

Gibson and Pope's (1993) ethical behaviors survey and demographic questionnaire were used with using ANOVA measures.

### **Evaluability Assessment for Counselors**

Mike Trevisan, Washington State University

Tamara M. Walser, University of North Carolina

Evaluability assessment (EA) is used to determine the readiness of a program for outcome evaluation. For counselors, particularly those working in an agency or program, obtaining meaningful outcome evaluation findings is both an imperative and is often illusive. Determining whether a program is ready for such an evaluation, has critical importance, particularly as expectations for counseling programs and services to demonstrate real impact, continue to increase.

This presentation is designed to help counselors navigate the complex challenge of evaluating counseling programs and services by understanding the power and utility of EA as an initial strategy to prepare for evaluation. EA use is on the rise internationally with vibrancy in its application across a wide variety of disciplines and programs. Its use has expanded to include formative evaluation, implementation assessment, evaluation planning, program development, and technical assistance. EA is also being used to increase stakeholder involvement, understand program culture and context, and facilitate organizational learning and evaluation capacity building. However, there continues to be ambiguity and uncertainty about the method. Although several EA models exist, the essential elements of EA include stakeholder involvement, developing a program theory, gathering feedback on program theory, and using the EA. In this presentation, a modern model of EA will be presented that incorporates the essential elements of EA with current evaluation theory and practice. The components of this model include: (1) focusing the EA, (2) developing an initial program theory, (3) gathering feedback on program theory, and (4) and using the EA. Participants will learn the "What, Why, and How" of EA; specifically:

### **The Development of the Consensus Definition of Counseling in the United States**

David Kaplan, American Counseling Association

After a two year effort by 30 organizations, The United States now has one definitive definition of counseling that cuts across all specialties and settings: Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.

This definition has been endorsed by 29 of the 30 major U.S. counseling organizations. It is reducing confusion among the public about what counselors do and is promoting a common understanding of the profession.

This presentation will review the Delphi process utilized for promulgating the definition and discuss the implications of having a profession-wide definition of counseling. Audience reaction will be encouraged.

### **Possible Selves of Counsellors in Training**

Blythe Shepard, University of Lethbridge/CCPA

Possible selves are the selves we imagine ourselves becoming in the future, the selves we hope to become, the selves we are afraid we may become, and the selves we fully expect we will become (Markus & Nurius, 1986). The purpose of this research project was to: (a) take the Possible Selves Mapping Interview (PSMI) (Shepard, 1997) and apply it to the field of counsellor identity and (b) to identify the hopes, expectations, and fears of counsellors-in-training when considering their future at the beginning of their program and at the end of their program.

When possible selves are linked with effective strategies they improve self-regulatory success. Conversely, when the possible selves are linked with ineffective strategies they undermine self-regulatory success (Oyserman, Bybee, Terry, & Hart-Johnson, 2004). In this way, social identities provide both reasons to act and not to act and also ways to act or avoid action to attain goals. They not only cue us to try but also suggest standards for what trying looks like – what we do, what constitutes sufficient effort for us, and so on.

The Possible Selves Mapping Interview (PSMI) asks respondents to list their hoped-for selves on green cards and feared possible selves on yellow cards (Shepard & Marshall 1997). Respondents indicate their two most important hoped-for selves and their two most important feared selves. Subsequently, respondents rate their capability of accomplishing (or preventing) these possible selves and the likelihood of realization of their possible selves on a 7-point Likert type scale. Respondents also asked to reflect on the steps that they had taken during the past month to bring about (or prevent) these possible selves.

Participants were recruited from three counselling programs for a total of 34 participants who were interviewed at the beginning of their program and upon completion of their program. The initial PSMI was administered in a group format. Following this, in-depth individual interviews were conducted on entry to the program and at the conclusion of the program. Each interview was transcribed in order to extract the meaning behind the participants' responses to the Possible Selves Mapping Interview. A content analysis was conducted to develop categories for both hoped-for and feared selves: Professional, personal, and academic.

### **Raising the Bar: New Concepts in the 2014 ACA Code of Ethics**

David Kaplan, American Counseling Association

The recent revision of the American Counseling Association Code of Ethics substantially raises the bar for the ethical practice of professional counselors in the United States and beyond. This presentation will highlight new ethical imperatives in such areas as professional values, social media, the imposition of counselor personal values, defining the moment ethical responsibilities begin, and fee splitting.

### **Assessment of Trauma as Influenced by Dissociation: Findings from a Randomized Control Trial Comparing Trauma Therapies for Female Sexual Assault Victims**

Valentina Chichiniova, Trinity Western University

Background and Rationale: According to the World Health Organisation (WHO; 2013) approximately 35% of women worldwide have been a victim of physical and/or sexual violence. Furthermore, one in five women is sexually assaulted or

an attempt has been made against her in her lifetime (WHO, 2013). Victims of interpersonal violence are more likely to develop PTSD to victims of other traumatic events (Breslau et al., 1998). Empirical, clinical, and theoretical resources on posttraumatic stress disorder (PTSD) and trauma therapies show that dissociative experiences frequently follow traumatic experiences (e.g., van der Hart, Nijenhuis, & Steel, 2006; Vermetten, Dorahy, & Spiegel, 2007). In addition, recent international research and clinical standards have identified substantial underreporting and/or underdiagnosis of dissociative symptoms in medical, mental health, and general populations.

**Aim/Purpose:** To examine the impact of dissociation on assessment protocols and to help inform relevant clinical observations

**Methodology and research focus:** An 18-month randomized control trial comparing trauma therapies for women sexual assault survivors in a cross-over design. The design incorporated mixed method strategies, including systematic coordination of quantitative and qualitative assessment of dissociation. The Clinician-Administered PTSD Scale (CAPS; Balke et al., 1995) and the Dissociative Experience Scale (DES) were administered at screening, pre-treatment, phase 1 post-treatment, phase 2 pretreatment, and phase 2 post-treatment.

Consisting of 30-item structured interview CAPS is considered the gold standard in PTSD (Weather et al., 2014). The Dissociative Experience Scale (DES; Carlson & Putnam, 1993) is a 28-item self-report measure used with both clinical and non-clinical populations. The CAPS and the DES were examined in relation to clinical observations, patterns of self-report, and neurological assessment at idiographic levels of analysis.

It was hypothesised that on the idiographic level of analysis the rate of reduction of symptoms from pretreatment through 6-month follow up will vary significantly by clinical group.

**Results/Findings:** Psychometric findings from the larger study are summarised to help inform clinical observations about the impact of dissociation on assessment. The case-based analyses revealed non-transparent but clinically meaningful complexity in the assessment of posttraumatic stress disorder (PTSD) and self-reported dissociation. The idiographic investigation exposed unique patterns of distribution among the clinical groups (complex PTSD versus PTSD) which were largely concealed by traditional group-based statistical procedures.

**Research Limitations:** The most obvious limitation was the small sample size and the focus on a single type of traumatic event (sexual assault) in females only. In spite of those limitations, the observed trends are suggestive of direction for future research.

**Conclusions, Implications (including practice implications)/Discussion:** Findings from this study highlight Van der Kolk's (2002) observations that people who have been traumatised may not realise that their irrational behaviours or experiences are not relevant to the present but instead reflect dissociation. The findings from this research illustrate important implications for clinical practice and research and indicate the need for expanded clinical assessment and research protocols. Disproportional risk for trauma among poor, marginalized and oppressed groups (WHO, 2015) makes it a social justice imperative for professional counsellors to develop skills in assessment to take into account the impact of dissociation.

### **Effects of psychoeducational group applying rational emotive behavior therapy intervention (rebt-i) on self-concept among orphaned-adolescents**

Amalia Madihie, Universiti Malaysia Sarawak

The study examines the self-concept of orphan as a specific domain in order to change the irrational beliefs after parental loss. The Rational Emotive Behavior Therapy Intervention for Adolescents (REBT-I-A) was implemented via psychoeducational group counseling. A True Experiment Randomized, Pretest-Posttest Control Group Design was employed to determine the effects of REBT-I on self-concept among orphaned-adolescents at orphanage. There were thirty eight orphaned-adolescents from aged 13 to 17 in 2012 who were selected by using individual random sampling and were randomly assigned to Experimental Group (EG) for REBT-I psychoeducational group, and Control Group (CG) for no treatment. Only the experimental group was undergone treatments of the intervention for ten weeks, but not for the control group. Tennessee Self-Concept Scale (TSCS) Version 1 was administered to all subjects before and after treatment to examine the self-concept factors. The results of the experimental research revealed that (1) There is significant difference between pretest and post-test in EG for self-concept except for CG, and (2) There is significant difference between post-test of EG and CG for self-concept. In conclusion, Rational Emotive Behavior Therapy Intervention for Adolescents (REBT-I-A) applying to psychoeducational group at orphanage for orphaned-adolescents to improve their self-concept. Experimental threats and controls as well the research implications are discussed in this paper.

### **Fostering Self –Assessment in Counsellor Supervisees**

Sharon E. Robertson, The University of Calgary

Clinical supervision is an integral component in the professional education and development of counsellors, with a goal of developing and enhancing competence to practice independently. An important aspect of such supervision is the development of self-supervision strategies such as self-reflection and self-assessment. Such strategies can provide supervisees with a more thorough understanding of their thoughts, feelings, and skills related to interactions with their clients. In this paper, the concepts of self-supervision and self-reflection, several related models of self-reflection and clinical reflexivity, and their significance in the context of clinical supervision are introduced. Specific methods that supervisors can use to foster the development of self-reflection and self-assessment by their supervisees are outlined, and some important barriers and facilitators of self-reflection are discussed.

### **Impact of Short-Term Study Abroad Course in Counselor Education**

Erika Raissa Nash Cameron, Ian Martin, University of San Diego

As globalization increases, it is essential for counselor educators to develop students' multicultural counseling competence (knowledge, awareness, and skills). Often times pre-service courses focused on diversity and multiculturalism simply

provide assignments that encourage the acquisition of multicultural skills. They also commonly have set expectations of where all students' multicultural awareness should be by the end of the semester. This however is often not the best measure because students enter courses at various levels of awareness, knowledge, and abilities. Both of these common issues (preoccupation with skills and set expectations) are easily addressed when students are taken out of their comfort zones and exposed to other cultures and places when they study internationally. This presentation will speak to the pedagogical advantages offered by short-term (2-3 week) study abroad experiences in Masters-level counselor training. More specifically, the presenters will share the results of a qualitative study that investigated the impact of these courses upon multicultural awareness and post-graduate counseling practice. All sixty-three participants were made up of students and alumni that completed a short-term study abroad experience in their Masters training. Semi-structured interviews and demographic questionnaires were conducted and results were analyzed for common themes. Session attendees will be provided with the findings of the study, a sample of the high-impact international experiences that promote multicultural development, and strategies that help to sustain multicultural competence within post-graduate practice. Presenters will utilize a PowerPoint presentation, large group discussion, and handouts in their session.

### **An Autoethnographic Study of the Transcultural Teaching Experiences of Doctoral Counselor Education Students: Implications for the Future of Global Counselor Education**

Matthew Lyons, Barbara Herlihy, Angela James, Latrina Raddler  
University of New Orleans

As the globalization of counseling continues to occur at an accelerating pace, counselor educators are faced with an increasing need to train counselors to be globally competent counseling professionals (Herlihy, James, & Taheri, in press). Counselor education programs are exploring ways to tailor their teachings to deal with the ever-changing needs of our profession internationally and address the growing demand for counseling services that are both effective and transculturally appropriate (Lau & Ng, 2014). In response, counselor educators are seeking opportunities to participate in international exchanges and immersion experiences. Thus, it appears that the current generation of counselor educators is responding to this training need. However, as globalization of counseling continues to expand, future generations of counselor educators (the doctoral students of today) will also need to have relevant preparation to meet demands for global counseling competence.

Three counselor educators from the University of New Orleans (UNO) had the opportunity during summer 2014 to teach courses in the master's degree program in Transcultural Counseling at the University of Malta. Four doctoral students in the counselor education program at UNO traveled with these professors and served as teaching assistants for the courses offered. Each of these doctoral students described this experience as in some way "life changing." The rationale for the design and implementation of a qualitative, auto-ethnographic research study arose from the recognition that the experiences of these students could offer unique perspectives which are distinctive from their vantage point (Gerstein & Ægisdóttir, 2007).

The purpose of this presentation is to present the results of this autoethnographic qualitative study, describing the life-changing nature of the experience as articulated by the student participants/co-researchers. Data sources included participants written reflections and a focus group discussion. Focus group discussion was recorded and transcribed for analysis and data was triangulated with journals and memos. Each author independently coded and analyzed themes using inductive methods. Once data was analyzed independently, co-researchers collaborated to arrive at consensus on themes across the data.

The presentation will highlight the themes that emerged from the perspectives of doctoral student participants/co-researchers and how their attitudes and beliefs about counselor education and supervision were shaped by their teaching experience outside their home country. Overarching themes extracted from the data will be presented, limitations of the study will be noted, and recommendations for future research and practice will be offered.

### **Professional Mentors: a bridge to integrate theory, experience and practice in counsellor education**

Lorena Georgiadou, University of Edinburgh

Context and theoretical framework:

In this paper, we introduce the role of the Professional Mentor, a unique support and learning provision developed at the University of Edinburgh (Scotland), to help trainee counsellors integrate their various learning experiences and facilitate their transition to professional life. For 25 years, counselling trainees on our professional programmes have been provided with an external, experienced practitioner with whom they meet regularly over the entire length of their training to discuss any aspect of their learning they wish to. This paper presents findings of a piece of evaluative research into how this support provision works in practice.

Methodology:

Research questions aimed to explore the pedagogical underpinnings of this provision, as well as student, staff and Professional Mentors' experiences of engaging in these personal tutorials. Group interviews were held with two groups of five students, two groups of five and six Professional Mentors, and a group of three staff members involved in this provision over the last three years. Interview questions explored uses made of the tutorials, elements that work well and aspects for improvement in this particular provision and in the concept of Professional Mentors more broadly. Data were analysed using a reflective team based approach (Siltanen, Willis, Scobie, 2008), in congruence with an ontology that values group and individual learning. This reflexive approach conceives of researchers, their perspectives and experiences as resources for interpreting data and dialogue as a key process for collaboratively and reflexively building theoretical insights.

Major findings reveal the multiplicity with which students engage with their Professional Mentors, which is enabled by the fluidity of the provision. The Mentor's non-assessing role was particularly valued, as was their professional experience in the field and the absence of a set agenda or purpose for the meetings.

Limitations: This project was initially designed as an evaluation of an existing provision in one UK training institution, with a scope of locating this into the wider field. An attempt to explore similar support provisions provided by BACP/COSCA

accredited programmes in Higher Education was made. The team identified and contacted (via email and follow up phone calls) 25 training programmes to investigate their support provisions for students on professional counselling courses. Low response rates prevented the team from drawing relevant conclusions and contextualising the present study further.

### **It is all about the relationship: Supervisory Working Alliance and Client Outcome Research**

Anya Lainas, Texas A&M International University

Supervision is a requirement for all novice clinicians. Clinical supervision serves several purposes: assuring client welfare, providing further skill training and support of therapist development. A fundamental aspect of clinical supervision is the relationship between the supervisor and supervisee. The supervisory working relationship can also be known as the supervisory working alliance (Bordin, 1983). According to Bordin (1983), clear expectations for clinical supervision and supervisor-supervisee agreement on supervision goals are the main factors that contribute to a strong and positive supervisory working alliance. Additionally, trust between the supervisor and supervisee has an impact on the strength of the supervisory working alliance. Supervision research indicates that greater alliance between supervisor and supervisee will produce greater client outcomes (Bernard & Goodyear, 2009; Kauderer & Herron, 1990). While the importance of supervisory working alliance for counselor training and development has been previously established (Bordin, 1983), there is a gap in the literature discussing the relationship between supervisory working alliance and client outcome. Martin, Garske, and Davis (2000) identified 58 published studies on the relationship between therapeutic working alliance and client outcome, however very limited research is available on the relationship between supervisory working alliance and client outcome (Patton & Kivligan, 1997). While most supervision studies have relied on supervisee satisfaction (Goodyear & Bernard, 1998), or have focused on the impact of supervision on values, microcounseling skills, and attitudes of supervisees (Patton & Kivligan, 1997), one of the primary goals of supervision is to ensure client welfare (Bernard & Goodyear, 2009). According to Patton and Kivligan (1997), there is still very little empirical evidence of the effects of supervision on the counseling process and outcome. Considering that client welfare is one of the most important goals of psychotherapy supervision, it is crucial to measure client outcomes while conducting supervision research. Therapeutic working alliance is considered the main factor that affects client outcomes and produces change in clients. Week-to-week changes of supervisory working alliance predicted week-to-week fluctuations in therapeutic working alliance. In other words, the relationship that exists between a supervisor and a supervisee has an effect on the relationship between counselors and their clients. This session will provide information about the research conducted to investigate the relationship between the supervisory working alliance and clients' therapy outcomes. The relationship that exists between a supervisor and a supervisee has an effect on the relationship between counselors and their clients. This educational session will explore the study that used a non-experimental research design in order to examine the relationship between supervisory working alliance and therapeutic treatment outcomes. The information shared in this session will be useful for counselor educators and clinical supervisors in their work with therapists-in-training. Additionally, the results of the study will provide helpful information to the practitioners who are continuing to strive to assist their clients with increasing their positive therapy outcomes. The presentation will be didactic and interactive including overview of the current literature in the field of supervision pertaining to client therapy outcomes and discussion of the conducted study, results, and implications to the counseling field.

### **Group 6 Counseling nei diversi contesti: scuola, azienda, salute**

#### **L'efficacia del colloquio motivazionale nel migliorare il self-care dei pazienti affetti da scompenso cardiaco**

Stefano Masci, CIPA

Il colloquio motivazionale nasce con lo scopo di potenziare la motivazione della persona ad attuare uno specifico cambiamento, influenzandone le scelte. La teoria su cui poggia è quella del counseling rogersiano, che vede la relazione al centro del processo di cambiamento, infatti Rollnick e Miller spiegando che "l'obiettivo del colloquio motivazionale è proprio il cambiamento della persona, la quale è "la massima esperta di se stessa".

La ricerca, svolta con una collaborazione tra L'Università di Roma Tor Vergata, il Collegio degli infermieri IPASVI di Roma e la scuola di counseling integrato CIPA, si basa sulle seguenti considerazioni:

- 1) Lo scompenso cardiaco è una patologia cronica che in Italia rappresenta una delle cause più comuni di ricovero, in particolar modo dei soggetti anziani. La durata media di ciascun ricovero è di circa 9-10 giorni, incidendo fortemente sulla spesa sanitaria nazionale;
- 2) La capacità di intervenire sul self-care, può migliorare la qualità di vita dei pazienti affetti da scompenso cardiaco, poiché una sua corretta pratica permette di ridurre il rischio di mortalità e di ri-ospedalizzazioni, legate ad eventi di riacutizzazione dell'insufficienza cardiaca;
- 3) Gli infermieri sono le figure professionali maggiormente in grado di instaurare una relazione terapeutica con i pazienti ricoverati;
- 4) negli Stati Uniti, uno studio pilota denominato "Motivational Interviewing Tailored Interventions for Heart Failure" (MITI-HF) ha valutato l'efficacia del colloquio motivazionale sul self-care nei pazienti affetti da scompenso cardiaco. In tale studio si afferma che l'utilizzo del colloquio motivazionale può risultare utile nell'aiutare i pazienti affetti da insufficienza cardiaca a focalizzare e far emergere la propria motivazione verso il cambiamento e a potenziare la capacità di esercitare un corretto self-care per migliorare le proprie condizioni di salute e la propria qualità di vita.

La ricerca ha coinvolto circa venticinque infermieri formati al Motivational Interviewing del centro-sud italia e i pazienti sono stati arruolati in diversi ospedali ed ambulatori.

Il disegno dello studio è rappresentato da un trial clinico randomizzato all'interno del quale i partecipanti sono stati suddivisi in tre braccia distinte:

- un primo braccio in cui l'intervento educativo basato sul colloquio motivazionale è stato somministrato solo ai pazienti, mentre ai caregivers è stata garantita l'assistenza standard;

- un secondo braccio in cui l'intervento educativo basato sul colloquio motivazionale è stato somministrato sia ai pazienti che ai caregivers;
- un terzo braccio in cui sia pazienti che caregivers hanno ricevuto l'assistenza standard prevista per lo scompenso cardiaco, senza usufruire dell'intervento educativo.

I risultati preliminari mostrano che nei soggetti che hanno ricevuto l'intervento educativo basato sul colloquio motivazionale, la self-care maintenance è passata da una media di  $50,99 \pm 14,83$  ottenuta a T0, a una media di  $65,33 \pm 12,29$  ottenuta a T1 ( $p = 0.02$ ) ed il livello di self-care confidence, invece, è passato da una media di  $54,36 \pm 22,02$  ottenuta a T0, a una media di  $59,92 \pm 21,85$  ottenuta a T1 ( $p = 0.60$ ).

### **Verso l'accettazione della malattia su un ponte di emozioni immagini e parole**

Elisa Gasparotto

Salute e malattia: la differenza tra uno stato in cui tutto va bene e uno stato fatto di dolore, di domande, di ricerche...

Abitudini, certezze, aspettative tutto improvvisamente cambia significato: la malattia ci costringe a confrontarci con il limite del nostro essere umani. A volte sono brevi periodi altre volte sono settimane, mesi, anni di attese e speranze, altre ancora troppo poco tempo per capire quanto sta accadendo e poterlo accettare. Ma si può accettare una malattia che ci trasforma fisicamente o nelle nostre abilità? Una malattia che ci mette a dura prova con noi stessi e con gli altri? Come si può affrontare qualcosa che ci fa provare così tanta paura, rabbia? Come si può cogliere il senso dell'esistere nonostante la malattia?

Il lavoro nasce in questo contesto e attraverso un'esperienza con una giovane coppia che si confronta con il cancro, vuole raccontare come il counseling può essere un ponte per il benessere: da una condizione di paura, di difficile comunicazione medico-paziente, ad una narrazione di sé, alla ricerca di senso della malattia per affrontare il cambiamento.

Sono stati condotti dei colloqui di coppia con le tecniche del counseling nella cornice della medicina narrativa, per favorire una comunicazione dei vissuti dal periodo della diagnosi, della terapia fino alla conferma della scomparsa del cancro. La coppia ha una risorsa che decidiamo di usare per costruire la narrazione: un sogno divenuto fumetto grazie alla capacità grafica del marito. Da lì l'utilizzo della parola e dell'immagine che aiuta la coppia ad affrontare le emozioni legate alla malattia e alla loro relazione.

Il lavoro verrà utilizzato come tesi del secondo anno del Master in Bioetica dell'Università di teologia dell'Italia Settentrionale nell'anno 2015.

### **Inclusione scolastica e benessere psicologico dei bambini immigrati. Il ruolo dell'Art-Counseling nell'intervento didattico-educativo e nel supporto allo sviluppo della PERSONA**

Maria Francesca Pacifico, Faip Cinemavvenire

Nell'attuale società globale e pluriethnica il focus dell'attenzione del dibattito pedagogico si è incentrato sulla cittadinanza planetaria, protesa alla reciprocità nell'accoglienza, nel riconoscimento e nella valorizzazione vicendevole tramite un processo ibridativo in vista di una cultura comune (Demetrio, 1997; Favaro, 2001; Cambi, 2006). La pedagogia ha designato l'interculturalità come il nuovo paradigma educativo, in grado di rispondere efficacemente alle mutate istanze formative e di verificare la nostra attitudine alla mondialità (Susi, 2005). La multiculturalità, descrittiva della compresenza di culture in ascolto ma separate, deve tramutarsi in un progetto interculturale e transculturale, finalizzato a: (1) creare spazi e occasioni di incontro relazionale (Aluffi Pentini, 2002; Susi, 2005); (2) ricercare gli strumenti e le occasioni per sviluppare scambi protesi al mutuo riconoscimento e meticciamiento tra culture (Cambi, 2001). Lewin (1980), in riferimento alle sue ricerche condotte sulle relazioni tra la minoranza nera, quella ebraica e la maggioranza bianca ha affermato che le relazioni tra i gruppi sono un problema bifronte e che per migliorare le relazioni tra i gruppi è necessario studiare entrambi i gruppi oggetto dell'interazione. Risulta dunque irrinunciabile lavorare in modo strutturato e non estemporaneo, in ambito scolastico, su una relazione d'aiuto, improntata all'incontro positivo funzionale in primis a una reale conoscenza reciproca delle rispettive storie di vita e vulnerabilità, a una condivisione basata sullo scambio produttivo e cooperativo, oltre che a un'accettazione autentica, consapevole e responsabile di sé e dell'altro.

L'interculturalità è un modello teorico e pratico, oltre che un obiettivo primario del counseling contemporaneo a carattere educativo (Cambi, 2006). Tra le opportune strategie operative sono stati individuati gli incontri cognitivi, relazionali-comunicativi e simbolici, ciascuno dei quali presuppone uno specifico ascolto: autobiografico, partecipante e metaforico (Demetrio e Favaro, 1997). In tale cornice teorica si può collocare in particolare l'Art-Counseling ad indirizzo umanistico-esistenziale, volto ad accogliere, riconoscere e valorizzare la biografia linguistica, culturale e familiare dei minori immigrati, sostenendoli nel delicato e complesso processo di inclusione sociale e scolastica attraverso l'apporto di vari linguaggi artistico-creativi.

La scuola deve farsi attivamente carico di un processo di promozione dello sviluppo dell'identità in via di sviluppo, analizzando periodicamente la qualità del percorso d'integrazione scolastica degli alunni immigrati, da considerarsi come processo multidimensionale risultante da una multifattorialità che incide inevitabilmente sulle condizioni di accogliimento, quali il luogo di nascita, l'età d'arrivo, le caratteristiche della lingua d'origine (Todisco, 1990). Bisogna tener conto sia di variabili oggettive di tipo sociale, linguistico, culturale, economico e familiare, sia di variabili soggettive relative al vissuto migratorio sperimentato.

Numerose scuole romane di periferia, ubicate territori a forte flusso migratorio, ospitano per più della metà degli iscritti alunni immigrati. In questi municipi la scuola rappresenta un nevralgico crocevia di etnie e culture del mondo, offrendo l'opportunità di declinare le varie dimensioni della vita scolastica secondo una prospettiva interculturale.

La mia attività di ricerca psico-pedagogica (Pacifico e Perucchini, 2012) e l'esperienza quotidiana sul campo ultradecennale, come insegnante di scuola primaria, mi hanno sollecitato a riflettere attentamente sulla priorità di:

- predisporre condizioni didattico-educative in grado di prevenire situazioni eventuali di difficoltà e disagio dei bambini immigrati, sia di promuovere nel concreto programmi di formazione a una convivenza democratica tra bambini di diverse origini culturali;

- definire e sperimentare modelli d'intervento educativo e tecniche didattiche finalizzate a favorire in tutti gli alunni la partecipazione attiva alla vita scolastica (quali ad esempio il Cooperative Learning) impiegando metodologie, strumenti e contributi professionali che fungano efficacemente da guida sistematica nella prassi operativa;
- rilevare la valenza multidimensionale del processo d'integrazione che consta di molteplici componenti che possono essere tradotte operativamente in parametri valutativi della qualità dell'integrazione e dell'adattamento psico-sociale e scolastico complessivo raggiunto dai bambini immigrati in ambito scolastico;
- raccogliere puntuali e attendibili informazioni attraverso strumenti standardizzati di misura o appositamente costruiti, volti a rilevare le aree specifiche descriventi la condizione integrativa/inclusiva degli alunni immigrati;
- comprendere i fattori contestuali e strutturali dell'ambiente scolastico che concorrono ad agevolare e rallentare o ostacolare, la riuscita di una positiva inclusione scolastica degli alunni immigrati;
- sensibilizzare l'interesse teorico e sperimentale sugli effetti di un'equilibrata ripartizione dei bambini immigrati nelle classi scolastiche, sia rispetto ai livelli di adattamento psico-sociale, sia sugli esiti di riuscita dell'integrazione scolastica.

### **Orientamento, bilancio competenze e career counseling. Metodi e strumenti ad uso dei professionisti**

Cristian Flaiani. Simbiosofia

La crisi che stiamo vivendo ha portato alla disoccupazione, al precariato e ad una progressiva complessità delle situazioni che riguardano i giovani e gli adulti in generale.

Le traiettorie individuali sono sempre meno prevedibili ed i percorsi di ingresso sono sempre più diversificati: le nuove richieste di orientamento e Ri-orientamento chiedono ai professionisti di fornire alle persone risposte e strumenti che facilitino la gestione della transizione, la capitalizzazione di esperienze/competenze passate e la valutazione della loro trasferibilità nei vari contesti professionali.

In tale quadro il career counselor svolge il ruolo di facilitatore nel favorire il radicamento della progettualità dell'individuo. L'orientamento professionale, il bilancio di competenze ed il career counseling sono considerati come discipline di cambiamento e i consulenti come agenti di cambiamento che facilitano la costruzione del progetto di vita dell'individuo che è chiamato ad investire il proprio capitale umano-sociale a vantaggio di sé e della collettività.

La Simbiosofia è un metodo formativo innovativo che ben si adatta ai percorsi di "formazione alla complessità" necessari per il buon vivere nella società post-moderna. Il paradigma formativo è di tipo fenomenologico, esistenzialista, olistico ed ermeneutico. Esso opera concretamente attraverso il lavoro di gruppo all'interno di una prospettiva eminentemente esperienziale-attiva.

### **Le Credenze Limitanti: Da Ostacolo A Opportunità**

Laura Ricci, Gabriella Vigo, Associazione Doceat

La presentazione offre ai partecipanti l'opportunità di acquisire nuove conoscenze di sé rispetto ai vincoli culturali che agiscono, spesso in modo latente, ostacolando la piena espressione delle risorse e delle capacità personali e professionali. Verrà dato spazio all'esplicitazione degli stereotipi di genere, sia maschile che femminile, che possono generare discriminazione e auto-discriminazione.

Utilizzando l'approccio Analitico-transazionale e l'approccio sistemico, lavoreremo sul riconoscimento del circolo vizioso "Stereotipo – pregiudizio/credenza limitante – discriminazione/auto-discriminazione" e degli effetti che esso ha sul percorso professionale e di carriera di donne e uomini. Queste metodologie transazionali e sistemiche permettono ai partecipanti di sperimentare la trasformazione delle credenze limitanti in alleati per la crescita professionale.

Con l'approccio costellativo ogni counselor potrà acquisire un metodo per aiutare il sistema cliente a vedere la dinamica tra se stesso, la credenza limitante, le risorse, il proprio futuro e aiutarlo a formulare pensieri e a far emergere emozioni che lo aiutino a fare un passo avanti verso la realizzazione del proprio talento.

I counselor avranno inoltre modo di conoscere un approccio neuro scientifico, che li orienta nell'affrontare la trasformazione, fornendo loro una sorta di bussola per una maggiore consapevolezza delle proprie attitudini al cambiamento. Queste modalità si traducono in comportamenti che ci caratterizzano e che le altre persone rilevano in noi come caratteristiche distintive. L'incrocio tra la specializzazione dei due emisferi destro e sinistro e la parte corticale e limbica del cervello danno origine a quattro tipologie di stili cognitivi, ognuno dei quali corrisponde ad una specifica area cerebrale, che presiede ad una propria funzione, un proprio modo di ottenere o accedere alle informazioni e di elaborarle. E' importante per il counselor e per il sistema cliente essere consapevoli che qualunque sia lo stile cognitivo e il comportamento adottato, non ne esiste un "giusto" o "sbagliato" in assoluto ma è basilare di cogliere cosa facilita l'espressione del talento.

### **Storie di con - tatto in un con - te - sto scolastico**

Anna Giuspoli

Il progetto realizzato all'interno di un comprensivo dove opero come insegnante part – time è frutto di due anni di lavoro e nasce dall'ascolto di bisogni emersi all'interno dell'ambito scolastico, cui è stato naturale dare una risposta. L'idea guida era co – costruire relazioni positive all'interno dell'ambito scolastico realizzando percorsi condivisi cercando però che tutti gli attori del sistema fossero coinvolti, anche se in modo diverso.

L'obiettivo di fondo era quello di stabilire relazioni positive tra gli attori del sistema e di far crescere abilità comunicative allo stesso tempo. Queste skill life non maturano spontaneamente nelle persone, ma hanno assoluta necessità di avere un tempo dedicato per poter essere acquisite e diventare buona pratica. "E' vero che le regole sono scritte in tutte le classi, illustrate all'inizio dell'anno e appese al muro, ma non sono condivise, ossia i ragazzi non le hanno lette e discusse per capirle e farle proprie" ( M.Sclavi, La scuola e l'arte di ascoltare, Feltrinelli 2014). Questo è un concetto fondamentale che va compreso dalla scuola come ente educativo ed è urgente investire in questo senso proprio nell'era digitale che permette di avere una miriade di contatti e che vede le persone sempre più sole. La dipendenza dal digitale ( videogiochi, social ...) "... in alcuni paesi asiatici è considerata una crisi sanitaria nazionale" ( Goleman, Focus, Ed.Bur 2014). "I social che



regalano surrogati tossici di amicizie vere, indebolendo la capacità di socializzare nella realtà e favorendo l'insorgere di forme depressive." (Manfred Spitzer, Demenza digitale, 2014).

La scuola è una rete di relazioni complessa e articolata : docenti – docenti, docenti – alunni, alunni – alunni, alunni - collaboratori scolastici, docenti – genitori, docenti - Dirigente ... e la comunicazione, lo strumento primario di lavoro. Consapevole della crescita professionale a livello comunicativo e relazionale avvenuta in me rispetto a ciò attraverso il corso di counselling, ho cercato di sensibilizzare anche i colleghi sull'importanza di una buona comunicazione nella relazione.

Progetto counselling Inizialmente, infatti, le colleghe mi avvicinavano per colloqui di carattere personale, avendo saputo che mi ero formata come counsellor. Poi l'anno scorso si è pensato di lavorare con tutti gli alunni della scuola primaria sul progetto intitolato " Il peso delle parole " con l'intento di far riflettere ed esperire i bambini ( Guidance curriculum ) sul loro modo di comunicare con i compagni, spesso motivo di conflitto o di sofferenza.

Abbiamo così proposto, come commissione lettura, un libro sull'argomento, coinvolgendo anche i genitori nell'iniziativa, insomma un intero sistema ! Infine quest'anno abbia aperto uno sportello per genitori e insegnanti a scuola, oltre che tre incontri per insegnanti sul tema della comunicazione.

Monitoraggio e valutazione

I feedback iniziali sono stati dati dagli alunni che attraverso il lavoro proposto dalla lettura del libro hanno potuto raccontare i loro vissuti, esprimere e riflettere sulle loro emozioni e sulle strategie utilizzate per uscire da situazioni di disagio.

Gli elaborati raccontano di questo bisogno finalmente " visto " e " ascoltato " di parlare di relazioni che creano sofferenza e non consentono di stare bene a scuola.

Ai genitori è stato consegnato un questionario che verificava se i colloqui avevano incontrato le loro aspettative in ordine all'assenza di giudizio, al sentirsi accolti e ascoltati e cosa portavano a casa dall'esperienza.

Il risultato sorprendente è stata l'uniformità delle risposte all'ultimo quesito dove la quasi totalità ha espresso tranquillità, fiducia nelle proprie risorse e nella possibilità di migliorare la relazione con i figli ... Lo spazio di ascolto ha permesso di affiancare il lavoro dei docenti. I docenti hanno trovato interessanti le riflessioni e auto – osservazioni sull'ascolto, i pregiudizi e il conflitto, che hanno avuto subito una ricaduta sia nell'ambito personale che lavorativo. Inoltre hanno potuto verificare e osservare i cambiamenti degli alunni in aula dopo gli incontri di counselling con i genitori o di tutta la famiglia.

## **Il mito e la fiaba come spazio ludico di rappresentazione ed educazione**

Rosalia Grande, Carlo Sordani

Associazione Costruttivista Counseling Integrativo Relazionale

Nella fase attuale storico culturale, si assiste ad un cambiamento molto rapido della comprensione di settori tecnologicamente molto avanzati, da parte di bambini e adolescenti. L'apprendimento, la comunicazione, ne subiscono influenze via via crescenti e a volte fuori controllo. Le diversità economiche, sociali e ambientali in alcuni sono incorporati come varietà interessante e ricchezza di risposte, in altri scavano spesso un solco tra coetanei, solco composto di paura, rivalità, invidia e talora perfino disprezzo e odio. Le modalità di crescita, sia dell'emozionalità che dell'intelligenza speculativa, così ben studiati forse per la prima volta nella storia dell'occidente da Piaget , collaboratori e allievi, vanno incontro ad una forbice che richiede particolare attenzione: maggiore elasticità, velocità di ideazione e di linguaggio da una parte, povertà espressiva, euristiche linguistiche, stereotipi fisico comportamentali da un'altra. Genitori e figli si trovano a combattere una battaglia su due fronti avversi, gli uni da una parte della barricata, gli altri dall'altra. Lo stesso, anche se in forme diverse, avviene tra insegnanti e alunni. Il counseling integrativo sostiene che le barricate dovrebbero e potrebbero cadere, pur se gradualmente, nella costruzione di un nuovo tipo di vicinanza e intimità affettiva, che tenga conto \* della maggiore autonomia di pensiero che oggi bambini-e e ragazzi-e dimostrano, \*della maggiore capacità fisica di sapersi orientare e muovere nelle città, con l'impiego normale di mezzi pubblici e personali (i ragazzi più grandi) per spostarsi. Molte conoscenze, una volta impossibili da raggiungere, sono oggi a disposizione di chi voglia semplicemente accendere un computer e seguire le mille e mille informazioni disponibili su internet. 1 I social network presentano un'altra forbice, che va dalla simpatia, divertimento, libertà comunicativa anche con sconosciuti, alle trappole, a volte mortali, il più spesso distruttrici di ogni idea di regola etica e morale. Gli 'adulti' per primi dovrebbero oggi mettersi in discussione, prima di o trascurare del tutto l'educazione di figli e alunni, o, al contrario, di esercitare un controllo ossessivo e spesso meno informato sul mondo di quello che è il bagaglio formativo di bambini e adolescenti. Per primi i genitori dovrebbero essere consapevoli se stanno trasmettendo, per dirla con la Transazionale, ai loro figli un modello positivo (io sono O.K., tu sei o.K.) o prevaricatore, o di vittima, o di perdente. Dalla esperienza, dalla letteratura, dai film possiamo avere ri-appreso che modelli narrativi come fiabe e miti attirano e catturano l'attenzione di bambini e adolescenti non meno dei tempi passati, e che in molti racconti, fiabe, miti, sono contenute morali e insegnamenti che arrivano in modo più diretto ed efficace di tante raccomandazioni o rimproveri o esortazioni Per essere efficaci, queste strutture narrative richiedono un minimo di accorgimento: ossia non possono essere 'buttate lì in uno straccio di ritaglio di tempo', ma ci vuole l'atmosfera adeguata, la concentrazione, il silenzio o una buona musica di sottofondo perché raggiungano lo scopo. Sembra più facile trasmettere ai bambini determinati insegnamenti tramite questi mezzi, soprattutto prima di dormire, o durante una malattia, ma si può usare, oltre al mezzo cartaceo, anche supporti video, o brevi film, o cd autocostruiti.

## **L'approccio Umanistico Integrato con migranti, richiedenti asilo e rifugiati**

Ivan Carlot, Vera Cabras, Aspic Verona

L'incontro con migranti è un'esperienza sempre più comune e diffusa. Le domande di aiuto e consulenza, il bisogno di competenze interculturali investono i luoghi istituzionali, gli uffici pubblici, le reti di realtà locali che si occupano di servizi alla persona e offrono sostegno ai migranti. In particolar modo negli ultimi anni la presenza migratoria si è espressa come condizione permanente, o di lunga durata e con crescente intensità, ponendo la questione della presa in carico di molteplici bisogni tra cui quelli di cura, ascolto, accoglienza, supporto emotivo. Le dinamiche migratorie comportano una molteplicità di elementi caratterizzanti e pongono sfide inedite. Nel lavoro con i migranti, un primo aspetto da evidenziare è la necessità di un intervento flessibile volto all'apertura, all'accoglienza, alla centralità dell'altro, liberando la propria azione da giudizi e

pregiudizi, in modo che chi partecipa alla presa in carico possa più fluidamente entrare in contatto con aspetti che costituiscono il fondamento strutturale e strutturante dello psichismo umano: i miti, le tradizioni culturali e religiose, i relativi sistemi d'interpretazione della realtà, i diversi approcci al disagio, alla malattia, alla corporeità, al mondo emotivo. La cultura è qualcosa da cui è impossibile prescindere; cultura significa genere umano e condizione stessa della sua evoluzione. Un secondo aspetto fondante l'intervento di counseling è la valorizzazione dell'esperienza altrui. Quadro teorico di riferimento: Il Counseling Pluralistico Integrato (Modello ASPIC). Il Modello Pluralistico Integrato trae le sue origini dalla fenomenologia e dalla psicologia umanistica e si sviluppa grazie ad un processo di integrazione tra alcuni contributi fondamentali, in particolar modo tra il Counseling centrato sulla persona di Carl Rogers e il Gestalt Counseling.

Obiettivi:

L'intervento da noi proposto intende evidenziare ed approfondire l'efficacia del Counseling Pluralistico Integrato nei contesti interculturali come anche sottolineare i punti di forte contatto tra le competenze e i compiti del counselor e le caratteristiche delle dinamiche migratorie. Le numerose e diffuse situazioni di guerra o di conflitto violento, di minaccia e persecuzione, di tortura e di estremo impoverimento, le calamità ambientali, infatti, agitano e mettono in fuga milioni di persone, in diverse parti del mondo. Le domande di protezione internazionale, che derivano in massima parte da questi andamenti, possono essere accolte con attenzione in una relazione di condivisione dei carichi (burden sharing) tra gli Stati interessati, e possono divenire elemento basilare per lo sviluppo e migliori attuazioni di diritti umani. A loro volta, questi percorsi evolutivi generali hanno maggiori possibilità di divenire sostenibili e fruttuosi promuovendo pratiche d'accoglienza aggiornate, ricche d'esperienza e di qualità, con un approccio alle migrazioni dinamico e centrato sulla relazione interpersonale. Ciò significa prima di tutto rispondere accuratamente alle richieste di protezione, senza esaurire le risorse proprie e altrui, cogliendo il potenziale creativo insito nell'umana tendenza a fronteggiare i momenti dolorosi, nella resilienza delle persone quando esse si trovano in significative difficoltà, nell'individuale e relazionale capacità di attivare risorse di fronte alle avversità.

### **Autoefficacia: implicazioni per il counseling di orientamento rivolto ad adolescenti**

Liza Bottacin, Bioenergetica Padova

La presentazione è centrata sullo studio della relazione tra autoefficacia, analizzata alla luce della teoria socio-cognitiva, fenomenologico/umanistica, bioenergetica, e le nuove modalità di operare dell'orientamento scolastico, con una particolare focalizzazione al counseling orientativo integrato.

Dall'analisi della letteratura emerge quanto le convinzioni di autoefficacia personale, siano indicatori di una capacità di azione orientata al cambiamento e alla trasformazione e del buon funzionamento cognitivo, emotivo della persona.

Il senso di autoefficacia viene definito da Bandura (2000) come: "insieme di convinzioni circa le proprie capacità di organizzare ed eseguire le sequenze di azioni necessarie per produrre determinati risultati", in altre parole sono le credenze del soggetto di riuscire, attraverso le abilità possedute, ad attivare le azioni utili al conseguimento degli effetti auspicati.

Dal punto di vista bioenergetico l'autoefficacia si struttura invece a partire dal Sè corporeo.

L'analisi di tale costrutto appare essere importante nell'ambito della psicologia dell'educazione in quanto interessata all'individuazione delle dimensioni facilitanti lo sviluppo cognitivo, affettivo, relazionale e la motivazione e il benessere delle persone.

La convinzione di autoefficacia percepita è un fattore di protezione determinante nell'evitare: insuccesso, incapacità di realizzare le performances attese, depressione, ansia - problematiche che colpiscono gli adolescenti per le difficoltà personali, relazionali e relative ai processi di scelta che vivono.

Nella presentazione si evidenzierà che è possibile intervenire ed aiutare i ragazzi con difficoltà scolastiche e relazionale favorendo la conoscenza, l'intervento e il rafforzamento del loro senso di autoefficacia, attraverso il sostegno consulenziale, azioni di modellamento, di rinforzo positivo, classi di esercizi di bioenergetica. L'Orientamento, essendo parte integrante del processo educativo permanente, e avendo tra i propri costrutti fondamentale anche quello dell'autoefficacia assume un ruolo centrale nello sviluppo di azioni volte ad intervenire sui giovani in difficoltà o, comunque, in crescita.

In questo lavoro si delinea un approccio di counseling che non si limita alla sola conoscenza, esplorazione dei processi cognitivi consci (approccio socio-cognitivo), ma vuole integrare anche le dimensioni interiori più profonde (valori, bisogni spirituali e fisiologici, sensazioni viscerali, energia circolante nel corpo -approccio fenomenologico e bioenergetico -).

Secondo l'approccio bioenergetico anche il corpo deve essere integrato; Parmeggiani (2009) sostiene che la sicurezza a livello emotivo è connessa alla sicurezza a livello fisico: "più si è vitali, ossia più alto è il livello di energia e libero il suo fluire nel corpo, più acute sono le percezioni, più entusiasta e ottimista è l'atteggiamento nei confronti della vita e delle proprie capacità (corsivo dell'autore)".

Bisogna aiutare gli adolescenti ad ascoltare i messaggi del corpo, a rispettarlo, a sviluppare benessere corporeo e, in questo modo, da

Metodologia: analisi della letteratura e di casi (colloquio, classi di bioenergetica, follow up a 9 mesi)

Risultati ottenuti nel processo di consulenza:

La creazione di spazi diversificati in cui i ragazzi hanno potuto esprimere sé stessi con il corpo, la parola e la riflessione critica ha permesso: la riappropriazione delle loro reali sensazioni ed emozioni, dei loro desideri, delle loro risorse, di riattivare l'energia personale, risucchiata da credenze invalidanti, alimentando un processo di soggettivazione che si è concluso per molti con il successo scolastico (promozione).

Conclusione: opportunità di introdurre nell'orientamento un nuovo modello di Counseling bio-cognitivo-relazionale

Limiti: sarebbe stato interessante strutturare e condurre uno studio strutturato su un campione significativo.

### **La Relazione Di Aiuto Per Le Nuove Generazioni Negli Ambiti Scolastici E Familiari**

Lorenzo Romoli, Maria Grazia Franciosi, Brigliadori, Angela Lo Casto

Associazione G.Ri.Fo. Counselling

La presentazione fa parte di un Progetto inserito nel POF di 2 Istituti Comprensivi dell'Appennino della Provincia di Modena; è finalizzato al raggiungimento degli obiettivi educativi e formativi scolastici degli alunni, attraverso una collaborativa gestione tra scuola e famiglia. Le azioni progettuali tendono a sviluppare buone relazioni fra docenti e genitori, docenti ed allievi e fra docenti e docenti. Per tutti i soggetti coinvolti, ed in particolare fra docenti e genitori, lavorando in gruppo confrontandosi e condividendo le stesse problematiche, li porta a "scaricare le tensioni e le ansie" che si instaurano nello svolgimento delle loro funzioni educative. Intendiamo la Professione nella sua funzione socio-educativa sempre più rilevante nel contesto delle Società multiculturali in cui viviamo oggi; il Counselling d'indirizzo è di tipo umanistico/esistenziale, costituito da relazioni umane autentiche, prive di giudizio, e orientate all'ascolto. Alla tolleranza e alla valorizzazione delle diversità. Riteniamo che il Counselling praticato in questo modo sia un'ottima "palestra di democrazia".

### **Apporto professionale di counseling in aziende ed istituzioni**

Alessandra Moretti, Istituto Internazionale Psicopsicologia Educativa

Su richiesta di alcune aziende multinazionali il nostro Istituto ha contribuito ad attivare sportelli di counseling. I progetti sono stati elaborati in stretta collaborazione con le Risorse Umane delle aziende, con le quali si è mantenuto un clima di confronto costruttivo continuo. Lo sportello di counseling aziendale è stato finalizzato ad offrire ai dipendenti un apporto nel contesto personale e professionale inerente a problematiche relative a conflitti, relazioni, stress, comunicazione, processi di cambiamento o di ricollocazione, passaggi di ruolo, demotivazione e perdita di senso nel lavoro, attivazione e riconoscimento di nuove risorse.

L'attivazione di una relazione di counseling in ambito organizzativo richiede, per potersi realizzare, la disponibilità delle aziende e delle istituzioni ad ascoltare e riconoscere i bisogni sia individuali che di gruppi...bisogni non riferiti solo ad obiettivi e contenuti professionali o manageriali specifici, ma che investono il complesso delle problematiche che il soggetto incontra nella dimensione professionale.

L'azienda o istituzione facilita il processo riconoscendo tempo e costi e regole dell'apporto di counseling.

I benefici per i singoli e l'azienda sono molteplici:

da una diminuzione di tensioni all'interno dei gruppi di lavoro ad una maggiore serenità e collaborazione nei rapporti...da una consapevole assunzione di responsabilità ad un miglioramento delle capacità decisionali...una maggior autostima permette di attivare risorse, qualità e capacità latenti. La pluriennale esperienza di apporto in questo settore è stata entusiasmante anche per i professionisti...una grossa apertura per l'evoluzione della professione e il miglioramento della qualità di vita collettiva.

### **Lego® Serious Play®: an innovative tool to improve the sharing process of know how and skills**

Giorgio Beltrami, University Milano Bicocca

ince 2012 I managed more than 60 Lego® Serious Play® (www.seriousplay.com ) workshops within many organizations (for profit, not for profit and public administrations) and across several fields (education, innovation, R&D, design, welfare, team life, healthcare, HR etc.). This workshop proposal aims to show how the Lego® Serious Play® Method (integrated with the five pillars of Service Design) is a tool for capacity building for a professional community: through the method members can share and exchange their know how and skills, and generate a process of real cooperative learning.

The promises of the Lego® Serious Play® Method for the workshop are:

1. to reach confidence and commitment to share goals, knowledge and perspectives
2. an innovative tool to generate learning by experience
3. a fast-track to the real issues, and ability to make more, better and faster decisions
4. to leverage the community's expertise

The session provides 3 steps:

1. the Lego® Serious Play® Method
2. some cases in which the Lego® Serious Play® workshops have become a tool to enable, improve and strengthen the community of practice
3. empirical experience of the Lego® Serious Play® Method as a tool for the growth of professional communities

The physical and tangible artifacts (realized with the Lego® Serious Play®) allow people to have flowing conversations without the fear of treading on personal feelings. They will experience that the real issues are addressed, and this ultimately allows them to see things through the eyes of other people involved in common issues.

### **Il corpo come laboratorio delle emozioni nella relazione di counseling**

Michele Andolina, AssoCounseling

Essendo il Counseling un intervento che utilizza varie metodologie mutuare da diversi orientamenti teorici, propongo un workshop/laboratorio dove lo scopo principale è l'acquisizione di strumenti e abilità di base del Counseling a mediazione corporea da utilizzare nella relazione con il Cliente, sperimentando in prima persona come l'integrazione della parte verbale con quella corporea, porti alla consapevolezza di quanto viene comunicato in maniera implicita attraverso il linguaggio del corpo.

Molti Counselor non hanno una formazione somatica, o si sentono a disagio nel lavoro corporeo. Altri non amano o non hanno approfondito i concetti base di anatomia e fisiologia o sono semplicemente preoccupati di fare qualcosa di sbagliato e hanno paura di suscitare reazioni emotive troppo forti nei loro clienti.

Qualunque sia il motivo, questo workshop è pensato per conoscere, riconoscere o approfondire un metodo che "individua nel corpo del cliente e del Counselor il luogo privilegiato della relazione, attraverso il quale esplorare le difficoltà del cliente e promuovere le risorse finalizzate a soddisfare il desiderio di cambiamento evolutivo e una migliore qualità della vita del cliente stesso."\*definizione AssoCorporeo. L'esplorazione e la conoscenza del proprio corpo si realizzerà attraverso un lavoro attento e graduale sull'ascolto, sul gioco e l'espressività, con un'attenzione particolare al rispetto e all'accettazione di se stessi e degli altri.

## **La formazione al counseling nell'ambito delle Case per la Famiglia. Come addestrare alla modalità counseling gli operatori professionali e i volontari nell'ambito delle Case per la Famiglia**

Mario Papadia, Roberta Cigalino

Accademia Per La Riprogrammazione

Il modello della riprogrammazione esistenziale è fondata sull'antropologia evolutiva.

È accreditata presso la FAIP Counseling quale scuola di formazione dei Counselor della Riprogrammazione Esistenziale e già accreditata dalla Società Italiana Counseling (SICO).

È in regime di convenzione con la facoltà di Psicologia dell'Università dell'Aquila e con l'Università Telematica UniMarconi per il tirocinio dei laureandi in psicologia.

Per conto di Eurochambres, organizzazione delle Camere di Commercio Industria Artigianato dell'Unione Europea, residente in Bruxelles, ha condotto una ricerca e un seminario a Stavanger (Norvegia) sul tema: Reprogramming the European Risk - Taking a version.

## **L'Intuizione nel Counseling**

Silvana Borile

Dell'Intuizione hanno parlato i grandi del pensiero.

Nella filosofia di Spinoza, l'intuizione è la forma di conoscenza più alta, superiore alla conoscenza sensibile e a quella scientifica. Kant fa distinzione tra intuizione sensibile, propria dell'uomo quale essere finito e intuizione intellettuale, propria soltanto dell'Essere infinito. Bergson definì l'intuizione un istinto autocosciente e solo con l'intuizione può essere compreso l'Assoluto. Da ben 35 anni l'Intuizione si è rivelata un dono prezioso per il mio lavoro nel campo della salute e della crescita personale e da 12 anni per la mia attività di Counselor. La percezione intuitiva fa sì che il Counselor si trovi davanti a una specie di autostereogramma, un'illusione ottica tridimensionale: c'è un'immagine nascosta che viene vista solo se si lasciano incrociare gli occhi. L'intuizione fa velocemente evidenziare alcune parti chiave del cliente. È un dono che tutte le persone potenzialmente hanno ma che può essere poco sviluppato; i sé intuitivi sono presenti in ognuno, ma spesso sono occultati; si possono però scoprire. Questo processo è favorito dal Voice Dialogue, la psicologia dei sé. Il Voice Dialogue parte dal presupposto che ognuno di noi è costituito da diverse parti, o aspetti psicologici, i sé. I sé sono molteplici, per citarne alcuni: il Protettore, il Critico, l'Attivista, il Perfezionista, il Gentile, il Bambino, l'Afrodite, la Matriarca, il Patriarca, il Conoscitore Psicologico, il Ribelle, il Guerriero, il Saggio, l'Intuitivo e lo Spirituale. Il Voice Dialogue è stato creato negli anni Settanta da Hal e Sidra Stone, psicoterapeuti di formazione junghiana lui e skinneriana lei. Si tratta di un affascinante e pratico processo di conoscenza dei propri aspetti interiori: quelli definiti i sé primari (il Protettore, il Critico, l'Attivista, il Perfezionista, il Gentile, per citarne alcuni) che costituiscono la personalità e i sé rinnegati (il Bambino vulnerabile, i sé afroditici e i sé istintuali per esempio). I sé primari si strutturano dalla prima infanzia, per farci accettare e amare: si adoperano affinché noi seguiamo le regole della famiglia, così non saremo sgridati e compiaceremo i genitori e le regole della società, cui si aderisce per non esserne esclusi. Tutto ciò determina la rimozione di tutte quelle parti ritenute dannose o non funzionali dall'equipe dei sé primari. Negli anni però questo meccanismo dimostra di non funzionare così bene; prova ne sono alcuni insuccessi nei vari campi: affettivo, professionale, economico e di salute. Tenendo rinnegate, perciò inutilizzate, molte parti di noi, non solo sabotiamo i nostri progetti e desideri, ma rinunciamo a molte capacità e possibilità di soluzioni. Se, ad esempio, siamo identificati con l'essere responsabili e razionali, rinneghiamo i nostri aspetti irresponsabili ed emotivi; se siamo identificati con l'essere fragili, indecisi, rinneghiamo i nostri aspetti di forza e determinazione; se siamo mentali ed introversi, trascuriamo le nostre parti intuitive ed estroverse. Quanto più i sé rinnegati sono sepolti nella nostra psiche, tanto più cercano di farsi sentire in tutti i modi, sabotando la nostra vita e venendoci incontro attraverso i sogni, gli incubi, le malattie, i rapporti.

## **Group 7 Counseling: questioni di genere, famiglia e coppia**

### **Il counseling sistemico: strumento per la progettazione e l'implementazione di interventi di sviluppo per rafforzare i diritti di donne e bambine**

Anita D'Agnolo Vallan,

Associazione DISVI, Organizzazione Non Governativa

L'obiettivo dello studio consiste nel dimostrare l'efficacia estrema del counseling sistemico nella progettazione e nella realizzazione di interventi di sviluppo, da parte di Associazioni, Organizzazioni Internazionali e Organizzazioni Non Governative che hanno come obiettivo il rafforzamento dei diritti di donne e minori in contesti fragili. L'utilizzo del counseling sistemico favorisce la qualità, l'efficacia, la pertinenza e la sostenibilità degli interventi in tutte le fasi del processo: 1. Analisi (attori, problemi, obiettivi); 2. Progettazione; 3. Implementazione; avvalendosi in maniera alternata e/o integrata, per ciascuna fase, delle regole della Teoria dei Sistemi, dei counseling skills e del counseling come strumento di aiuto. A livello di analisi degli attori la sostituzione del concetto di "gruppo" con quello di "sistema" favorisce la realizzazione di una panoramica più ampia e completa di tutti gli attori direttamente e/o indirettamente coinvolti nel problema che si intende affrontare, includendo (a differenza del metodo classico di progettazione) anche coloro che, pur non rientrando tra gli stakeholders del progetto, esercitano comunque un ruolo determinante sulla situazione complessiva e quindi anche sul raggiungimento e sulla sostenibilità dei risultati progettuali. Inoltre, l'analisi sistemica degli attori offre un quadro chiaro e immediato dei meccanismi interrelazionali caratterizzanti i sistemi in oggetto, che è fondamentale conoscere per progettare azioni realmente pertinenti ed efficaci. A livello di analisi del problema la sostituzione del modello lineare (problem tree) a favore di quello circolare permette di delineare un quadro molto più dettagliato e realistico della situazione poiché offre una descrizione differenziata, per ciascuno dei sistemi individuati, di come (attraverso quali meccanismi e a causa di quali fattori) in quei contesti si sviluppi il problema che si mira risolvere, mettendo in luce a quali livelli si debba intervenire per ottenere specifici risultati. Inoltre, emerge con chiarezza il ruolo di ciascun sistema nel determinare il problema in oggetto, facilitando la possibilità di elaborare azioni risolutive appropriate. A livello di analisi delle strategie e degli obiettivi, il metodo

circolare permette di valutare, in modo più chiaro e definito (rispetto al metodo classico: objective tree), come/in che modo il raggiungimento di determinati obiettivi possa incidere sia sul problema in oggetto sia sui sistemi nel loro complesso.

### **La diversità di genere nei conflitti di coppia eterosessuale: il gioco della recitazione come modello di workshop**

Carlo Timpanaro, A.Adler Institute

Una qualsiasi relazione sentimentale, vissuta in una dimensione eterosessuale, altro non è che una relazione tra due diversi per eccellenza: l'uomo e la donna. Questa diversità certamente è anche il naturale ingrediente che dona vitalità, ricchezza e senso alla relazione ed è anche il principale motore dell'attrazione. Tuttavia il differente modo di pensare, di vedere il mondo, di affrontare i problemi, di provare i sentimenti e soprattutto di esprimerli, può altresì creare tra i sessi serie incomprensioni ed ostacoli che finiscono facilmente per trasformarsi in accesi conflitti.

Lavorare sulla consapevolezza ed accettazione delle differenze tra uomo e donna, salvaguardando la indiscutibile e legittima ricerca di una concreta e reale parità di opportunità, diritti e doveri, può rivelarsi estremamente utile non solo nella ricerca di una soluzione ad un problema sentimentale o di coppia, ma anche e soprattutto nella crescita individuale della persona.

L'esperienza svolta negli ultimi due anni a Torino, praticata in ambito privato nella direzione di un counselling specifico delle relazioni sentimentali, ha consentito di individuare in diversi casi, sia di coppia che individuali, come la cosiddetta diversità di genere sia spesso causa originaria del problema portato in consultazione, o quanto meno elemento aggravante di una situazione di conflitto emersa altrimenti, e quindi conseguentemente causa di disagio esistenziale anche sul piano individuale. Così sia i casi presentati individualmente che i casi di coppia sono stati trattati, ciascuno nel contesto delle proprie specificità, rivolgendo particolare attenzione all'elaborazione consapevole del concetto di diversità di genere e delle sue ricadute sulla comunicazione e sulla espressione dei sentimenti. Diversità di genere, comunicazione interpersonale e competenze emotive sono state le vie di accesso al cambiamento individuale e al superamento delle conflittualità di coppia. Vediamo come.

La diversità di genere: uomini e donne sono diversi, storicamente, culturalmente, emotivamente, fisiologicamente. Lo sono sempre stati ma sembrano oggi fare più fatica a riconoscerlo e ad accettarlo. Si può imparare moltissimo sul proprio genere e sul sesso opposto riscoprendo la diversità come completamento personale, arricchimento reciproco, anziché come ostacolo.

La comunicazione: dobbiamo riconoscere che esistono modalità e sensibilità diverse nella comunicazione dell'uomo e della donna. Imparare a chiedersi, ogni volta che ce n'è bisogno, cosa c'è dietro le parole, gli atteggiamenti, i comportamenti dell'altro, non pretendere di possedere l'unica chiave di decodifica della comunicazione, non è un'acquisizione impossibile.

I sentimenti: fare un lavoro appropriato per riconoscere i propri sentimenti e dare loro un nome è il primo passo sulla via della consapevolezza, ma non basta. Bisogna anche saperli esprimere. Darli per scontati, considerarli come compresi nel pacchetto della relazione, e perdere così contenuti importanti della comunicazione, crea delusione e vuoto relazionale. Una libera, positiva ed efficace espressione dei propri sentimenti favorisce il benessere personale e di coppia.

### **ParentAbility a servizio della genitorialità diversa**

Marco Marson, ParentAbility

La genitorialità in ogni sua forma è un'esperienza di grande intensità e trasformazione, nello specifico le odierne esperienze di genitorialità diversa, come le famiglie allargate, l'adozione, l'affidamento, la PMA (Procreazione Medicalmente Assistita) possono richiedere sostegno per riconoscere e comprendere alcune dinamiche fondamentali che generano armonia nei sistemi di appartenenza. Per entrare nello specifico della nostra riflessione partiamo da un dato: in Italia 2 coppie su 10 di età compresa tra i 20 ed i 54 anni nella propria vita fanno esperienza della genitorialità diversa, parliamo di quasi due milioni di famiglie su un totale di oltre 11 milioni. Questo è un dato, ricavato da fonti ufficiali statistiche (1), può essere considerato la "punta dell'iceberg" del mondo della genitorialità diversa. Pensiamo ad esempio a tutti quelle famiglie che vivono una sofferenza silente e a vari livelli vivono una limitazione del proprio benessere relazionale, in alcuni casi una vera e propria "separazione di fatto". Si stima che almeno una famiglia su due non proceda alle pratiche di separazione e divorzio, ma di fatto abbia grosse difficoltà nella vita quotidiana. Per quanto riguarda le adozioni, spesso ultima spiaggia per coppie infertili, i dati fanno riferimento a quelle portate a buon fine, visto che le famiglie richiedenti inizialmente sono molte numerose. Il percorso di adozione ha una durata media di 3 anni e, proprio in questo periodo delicato della vita di coppia di solito emergono aspetti disfunzionali che generano disarmonie e conflittualità, ma nell'analisi non sono state contemplate. Così come se osserviamo il dato sulla fecondazione assistita (PMA) fa riferimento ai trattamenti erogati in Italia, ben sapendo che molto spesso le coppie decidono dei "viaggi della speranza" andando in altri Stati e pertanto, anche in questo caso non è stato possibile rilevarli. Queste ed altre considerazioni, che per brevità non inseriamo in questo scritto, possono tranquillamente far ipotizzare che, per difetto, 4-5 coppie su 10 sono a pieno titolo coinvolte nella "genitorialità diversa".

ParentAbility è un modello esperienziale ed integrato di strumenti pratici per aiutare a stare meglio sin dal primo passo. Al dialogo e all'ascolto vengono associati esercizi di consapevolezza del proprio corpo come strumento fondamentale per comprendere e scoprire nuove soluzioni. Spesso il modello PA si manifesta come un valido supporto e completamento a interventi di altri professionisti, che intervengono anche su aspetti patologici, con i quali collaboriamo da anni.

L'utilizzo della prospettiva delle Costellazioni familiari e Correlazioni sistemiche permette lo sviluppo di nuove intuizioni ed un processo di armonizzazione delle relazioni. I benefici di questi strumenti, testati da anni di esperienza professionale, sono riscontrabili in un maggior livello di benessere e serenità degli individui e nel miglioramento della relazione con sé stessi, nella coppia e con i figli.

### **Therapist and Co. Il Reflecting Team nel trattamento dei problemi di coppia attraverso l'integrazione tra le competenze del counselor e dello psicoterapeuta.**

Silvia Mazzoni, Sapienza Università di Roma

Massimo Carrano, Socio SIAF

La formazione della coppia rappresenta intrinsecamente una crisi (krísis=scelta, decisione) per gli individui che devono rendere flessibili -ma chiari- i loro confini personali e integrare la propria storia in un processo evolutivo condiviso. La coppia diviene un sottosistema che coordina relazioni familiari prossime sia in direzione verticale (rapporti con le famiglie di origine) che orizzontale (rapporti con i figli) (Andolfi, 1999; Gottman, 1999).

Durante il processo evolutivo della coppia – anche quando gli obiettivi generali sono stati condivisi-, i partner affrontano un adattamento continuo sia per coniugare le esigenze individuali che per fronteggiare gli eventi critici che richiedono consapevolezza interpersonale. Ciascun partner dovrebbe contribuire a garantire la funzionalità della relazione, il benessere psicologico degli individui e provvedere ai processi riparativi delle fisiologiche “rottture” dell’alleanza, al fine di evitare che l’incontrollata escalation dei conflitti conduca alla rottura irreparabile.

Il “counseling matrimoniale” nacque negli Stati Uniti e, per trenta lunghi anni (tra il 1930 e il 1963), fu appannaggio esclusivo dei counselors. Essi applicavano inizialmente un intervento ateoretico e prevalentemente educazionale, offerto alle coppie per orientarsi nel loro sviluppo (Gurman e Fraenkel, 2002). Successivamente, furono proprio i counselors a introdurre nella loro stessa pratica alcuni principi della psicoanalisi, nuovi raffinati “utensili” per affrontare una materia che cambiava con l’incedere veloce del nuovo secolo. Nei primi anni ’60, la nascita della Terapia Familiare e l’ingresso sul mercato di una nutrita schiera di psicologi e psichiatri esperti nello studio delle relazioni familiari, porta non all’estinzione, ma all’inclusione della figura professionale del counselor nella più ampia società professionale che, ancora oggi, annovera tutti i terapeuti di coppia e familiari (American Association for Marriage and Family Therapy). Da allora, il trattamento dei problemi delle coppie viene definito a livello internazionale “Terapia di Coppia” e chi lo pratica si è impegnato anche nello studio e la comprensione dei processi dinamici interpersonali, compreso quello dell’emergenza di forme psicopatologiche a livello individuale che trovano una spiegazione nel contesto della relazione di coppia.

Attualmente, la terapia di coppia viene considerata non solo come efficace metodo per evitare la separazione e il divorzio, ma, con il suffragio di numerose ricerche, come importante trattamento per alcuni disturbi psicologici quali la depressione, l’ansia, l’alcolismo e la tossicodipendenza (Snyder and Halford, 2012 p.229;Whisman, 2007).

I problemi di coppia solitamente focalizzati dagli psicoterapeuti sono: coniugare la relazione romantica con la funzione cogenitoriale; prevenire la separazione e il divorzio oppure guidare verso un processo di separazione costruttivo; gestire seri conflitti (fino alla violenza domestica) che si connettono al malessere degli adulti e dei figli.

L’idea di affiancare nella terapia di coppia uno psicoterapeuta sistemico-relazionale (Silvia Mazzoni) e un counselor a mediazione olistica e filosofica (Massimo Carrano), è nata dopo aver constatato una convergenza di vedute sul terreno teorico, la possibilità di un reciproco arricchimento derivante dalla integrazione di competenze diverse e l’esponenziale crescita della possibilità di creare nessi fra i vari approcci alla trattazione dei problemi.

È stato realizzato un adattamento del metodo Reflecting Team di Andersen (1987). Nella prassi del RT un gruppo di psicoterapeuti -dietro uno specchio unidirezionale- riflette in tempo reale su quanto emerge dal confronto nel setting tra uno psicoterapeuta e una coppia o una famiglia. Le riflessioni del gruppo vengono socializzate in diretta con i clienti e il terapeuta. Il lavoro qui presentato realizza una versione “aperta” del RT in cui gli agenti terapeutici sono uno psicoterapeuta e un counselor presenti nella stanza. Anche in questo caso, tuttavia, il terapeuta avvia il colloquio clinico e il counselor interviene proponendo una riflessione allo psicoterapeuta prima ancora che ai clienti. Tale metodo si è rivelato efficace per molti motivi tra i quali spiccano due aspetti: il potenziamento della figura del cliente al cospetto di due persone che “visibilmente” riflettono, parlano o discutono su di loro; il conseguente svilupparsi di un rapporto paritario tra tutti i partecipanti, facilitato dalla presenza del counselor che può non attingere a un bagaglio teorico clinico.

Non è casuale che il Reflecting Team sia composto nel lavoro presentato da un uomo e una donna: la ricerca ha dimostrato infatti che nella terapia di coppia l’uso delle differenze di genere rappresenta una risorsa per rendere più facile l’alleanza terapeutica (Stith, Rosen, McCollum, Thomsen, 2004). Molti fallimenti della terapia di coppia sono stati spiegati in base al fenomeno dell’alleanza scissa in cui un partner sente che l’altro gode di maggior attenzione e considerazione. Soprattutto per gli uomini non è facile inizialmente quanto per le donne stabilire un’alleanza terapeutica in terapia di coppia. Al contrario, quando gli uomini stabiliscono una buona alleanza e sono coinvolti positivamente, si registrano maggiori successi del trattamento (Bartle-Haring, et al. 2007; Friedlander, et al. 2011; Knobloch-Fedders, Pinsof, and Mann, 2007; Symonds and Horvath, 2004).

L’esperienza presentata porta il nome di “Therapist and Co.” dove “Co.” sta per Counselor. Intendiamo in questa presentazione esporre – anche attraverso casi esemplificativi- i temi e le problematiche che sono stati affrontati nella costruzione di un binomio di successo.

### **La proposta di un counseling socio-politico per la complessità**

Mario Papadia, Accademia per la Riprogrammazione

La proposta di un counseling socio-politico, rivolto particolarmente ai cittadini sensibili all’impegno nella cosa pubblica, è un contributo di rinnovamento e di riprogrammazione comunitaria in risposta alla crisi sociale della democrazia contemporanea.

La figura professionale del counselor socio-politico è particolarmente competente nella metodologia dell’approccio alla complessità e alla responsabilità nella cosa pubblica; allena all’uso delle mappe nei molteplici linguaggi della contemporaneità e alla pratica del visualizzare e del cogliere le relazioni ideali sociali economiche; verifica e corregge la capacità di tradurre le quantità, le qualità, le subordinate in connessioni; supporta il consultante (individuo o gruppo) nella costruzione degli itinerari di un nuovo rinascimento nel labirinto della complessità.

L’obiettivo della presentazione consiste nell’esemplificare insieme con il pubblico – attraverso una dimostrazione pratica – un’ipotesi di mappa dei risvolti di rinnovamento socio-politico italiano del convegno IAC.

### **Counseling per un empowerment al femminile. L’autostima e il valore della ciclicità**

Elena Dragotto, Istituto HeskaiHer

Esiste una realtà interiore in ogni essere umano, dove gli aspetti del Femminile e del Maschile convivono, con più o meno rispetto l'uno per l'altro. Per cultura, educazione o religione, spesso possiamo constatare che già dentro ognuno di noi esiste un giudizio, o addirittura disprezzo, per i valori del Femminile, quali: la ciclicità, l'accoglienza, il fluire, l'essere, l'intimità, l'intuizione, il contatto con il mondo emotivo, l'abbondanza, il rispetto della Vita.

Se gli Uomini e le Donne non ritrovano in loro stessi il valore dei Doni del Femminile, è l'Umanità intera a esserne ferita e depauperata.

L'esperienza di anni di counseling con le Donne e per le Donne, clienti e professioniste, mi ha permesso di rilevare alcune criticità/trappole in cui le Donne, dopo il Femminismo che sembrava aprire a nuovi orizzonti e opportunità, sono ricadute, a loro insaputa, rinforzate da una società che sostiene e plaude a certi modi di essere e di fare che appartengono molto di più a un modello maschile, a cui aderire per avere apprezzamento e riconoscimento nella società, pari dignità e valore.

E così, anziché di "emancipazione" della Donna, ho potuto constatare che è di "allineamento" a questo modello maschile che forse si deve parlare, che costringe nuovamente la donna a non dare valore alla propria femminilità a favore di valori maschili sui quali, fino ad ora e ancora, il mondo al di fuori delle mura domestiche lavorativo e istituzionale, per ovvi motivi, si è costruito.

Alla donna si richiede un grande sforzo: agire con un'energia maschile per essere nel mondo, e ritrovare poi la sua energia femminile per essere se stessa, per dare spazio comunque alla sua profonda natura.

Ho focalizzato l'intervento di counseling a indirizzo Voice Dialogue su alcune tematiche che ho riconosciuto essere fondamentali per lo sviluppo di un'autostima reale e un empowerment al femminile: Il Patriarca interiore, Valori femminili, Ciclo mestruale e Ciclicità, Le relazioni con l'altro genere

### **EcoCounseling, promuovere cittadinanza terrestre**

Marcella Danon, Ecopsiché – Scuola di Ecopsicologia

EcoCounseling, promuovere cittadinanza terrestre

Dall'incontro tra Ecopsicologia e Counseling, una che sostiene l'importanza di ritrovare un profondo senso di riconnessione con la natura e l'altro che si occupa della crescita della consapevolezza individuale, nasce una nuova specializzazione di Counseling volta alla promozione dell'autorealizzazione personale come passaggio necessario nel processo in atto da Ego a Eco. La conquista del senso dell'individualità – Ego – è stata fondamentale nella storia dell'evoluzione della nostra specie ora è arrivato il momento di fare un ulteriore passo in avanti e riconoscere che il nostro operato si inserisce in un complesso ecosistema – Eco – di cui siamo parte integrante e parte attiva.

Il nostro futuro sul Pianeta Terra dipende dalla consapevolezza delle innumerevoli interdipendenze tra noi e gli altri, e questo ce lo insegna l'Ecopsicologia, e dei talenti che abbiamo e che possiamo mettere in gioco nella vita a beneficio della collettività, e questo è il campo del Counseling. Con l'EcoCounseling si costruiscono e attivano strategie per risvegliare la capacità di vivere e operare in sinergia e collaborazione con tutti i diversi elementi del nostro ecosistema.

La visione ecocentrica dell'Ecopsicologia ha bisogno di una pratica che indirizzi le persone verso una maggior consapevolezza dell'interazione interdipendenza col processo stesso della vita e che le accompagni verso una visione esistenziale più ampia, capace di riconoscere e includere una serie via via più ampia di ecosistemi nel proprio campo di identità, coinvolgimento e azione. L'Ecocounseling si configura come questa pratica, che riconosce come gran parte del malessere esistenziale diffuso è originato proprio da una mancanza di radici e di visione, da una perdita di connessione con le proprie origini – familiari, umane terrestri e spirituali – e, di conseguenza, un'incapacità di progettazione e proiezione verso un futuro attraente e stimolante.

L'Ecocounseling accompagna il percorso di evoluzione personale col preciso intento di rendere la persona consapevole del suo prezioso e unico contributo personale da dare alla realtà circostante, accompagnando le persone a trovare, ognuna, il proprio modo di attivarsi nella collettività umana e nella collettività terrestre.

Nella relazione verranno presentati i 7 campi di applicazione dell'EcoCounseling (crescita personale, qualità relazionale, attività assistite con gli animali, educazione ambientale, spirito comunitario, miglioramenti organizzativi, mindfulness) e i risultati di 10 anni di attività formativa di Ecopsiché Scuola di Ecopsicologia, con progetti creati e realizzati dagli allievi formati in Ecopsicologia Applicata. Verranno illustrati 6 progetti istituzionali e 6 in ambito privato in cui Ecopsicologia ed EcoCounseling hanno contribuito a consolidare crescita personale, spirito di gruppo, affezione al territorio e atteggiamento proattivo in ambito sociale.

### **Counseling e omosessualità. Ruolo del counselor nelle questioni di diversità**

Ermanno Marogna, Upaspic – Aspic

La presentazione ha lo scopo di portare i partecipanti a misurarsi con aspetti legati al proprio orientamento sessuale (omomero-bisessuale), con attenzione a stereotipi, luoghi comuni, "obblighi comportamentali" (cose che si possono fare e cose no), emozioni, aspettative, ecc.

Si valuteranno possibili interventi di counseling in contesti individuale o di gruppo, con persone omosessuali. Nello specifico come affronta l'importanza del linguaggio, nominare ciò che è considerato "innominabile", affrontare i modelli etero interiorizzati, l'omofobia, i sentimenti e le convinzioni dei clienti.

### **Counseling e spiritualità**

Georg Pernter, Accademia della Gestalt Alto Adige

La gestione professionale dei conflitti esistenziali, gli interrogativi sulla spiritualità e la trascendenza nell'esercizio del counselling

Innominabile o sulla bocca di tutti?

Negli ultimi anni la spiritualità non sembra più essere un argomento tabù ai congressi in ambito clinico, bensì un fenomeno alla moda. La psicologia ha ormai identificato la spiritualità come una risorsa importante da prendere in considerazione nella psicoterapia e nel counselling. Una domanda giunge però spontanea: Di quale spiritualità stiamo parlando, o meglio

quali spiritualità (al plurale!) sono adatte all'ambito della consulenza e psicoterapia? E ancora: Quale rilevanza ha questo tema così sensibile nel "vasto territorio dell'anima"?

Società

Il fanatismo religioso sta aumentando e sta diventando sempre più necessario affrontare con coscienza il fenomeno sociale della spiritualità, mantenendo contemporaneamente un'apertura nei confronti del bisogno dell'essere umano di dare senso ed essere accolto e protetto.

Ostacolo o aiuto nell'esercizio della professione?

Nella pratica quotidiana è necessario spolverare vecchi concetti sulla spiritualità (l'approccio biofilo secondo Fromm 2004; "La spiritualità non dogmatica" di Walach 2011; "La spiritualità come arte di vivere" di Pernter 2008; "Psicologia della spiritualità" di Bucher 2007) e farsi cautamente e professionalmente alla ricerca di un approccio applicabile. Per esempio chiedersi come può essere importante e utile introdurre temi di tipo spirituale, differenziandosi dalla cura pastorale o la consulenza spirituale.

Argomenti trattati:

- Definizioni di spiritualità. Dalle domande ancestrale dell'umanità alla ricerca di senso
- punti di contatto tra counselling e spiritualità
- la spiritualità nell'esercizio della consulenza: affrontare professionalmente gli interrogativi sul senso e la trascendenza, fattori d'efficacia, effetti, risultati empirici

### **Il counseling nei percorsi di alternanza scuola**

Marialuce Giannaccari, Giovanni Cisternino

Euthymia - counseling e relazioni di aiuto

Il percorso di alternanza scuola-lavoro (ASL) è stato introdotto nel nostro ordinamento scolastico dall'art. 4 della legge 28/3/2003 n. 53 e disciplinato dal successivo decreto legislativo 15/4/2005 n. 77, successivamente ha visto un pieno riconoscimento nei Regolamenti di riordino dei licei, degli istituti tecnici e degli istituti professionali emanati nel marzo 2010. Per il futuro immediato (a partire dall'anno scolastico 2015/2016), L'articolo 4 del decreto "La Buona scuola" prevede che i percorsi di alternanza scuola-lavoro siano estesi oltre che agli istituti tecnici e professionali anche nei licei a partire dal terzo anno.

Il "carico" di progettualità aggiunta affidato agli istituti secondari spingerà sempre più le dirigenze a cercare collaborazioni soprattutto in ordine a competenze difficilmente reperibili negli organici con particolare riferimento a: orientamento esistenziale-professionale, team building, elaborazione dei bilanci delle competenze, profilazione professionale, preparazione ai colloqui di lavoro, self-empowerment, nel marketing e problem solving.

Obiettivo è abilitare team di counselor ad acquisire competenze operative per essere di supporto alle istituzioni scolastiche nella progettazione delle misure di ASL, nelle attività di orientamento e formazione degli allievi inseriti nei percorsi.

Nello specifico il contesto operativo in cui si muove l'azione dei counselor è stato:

- 1) raccordo tra le risorse umane e professionali degli studenti e la domanda di specifiche figure e professionalità espressa dal tessuto imprenditoriale e aziendale del territorio;
- 2) creazione di sinergie tra i vari attori coinvolti nell'esperienza: counselor professionisti dell'asp.Euthymia, i Tutor Scolastici, i tutor aziendali, gli allievi, i consigli di classe e il collegio docenti;
- 3) azioni di formazione e orientamento rivolte agli allievi strutturate come processo educativo che tende a far emergere le dimensioni dello sviluppo della persona, l'orientamento alla professione, le capacità di scelta e decisione dei soggetti.

Il courseware elaborato nel tempo si sostanzia di: strumenti di documentazione e di controllo; schemi attitudinali personali; profili di attitudine alla leadership e al teamworking; sociogrammi; enneagrammi; format per bilanci di competenze, presentazioni, clip, strategie di animazione, role play.

Alcuni degli strumenti utilizzati nell'articolazione del courseware sono: sportello e colloqui di counseling, tecniche e strategie di profilazione, team-building, self-empowerment anche attraverso l'utilizzo di percorsi-avventura e attività di surviving, empowerment motivazionale, orientamento professionale, strategie di analisi e costruzione della propria E-reputation, tecniche di rilassamento e gestione delle situazioni stressogene, strategie di prevenzione e contrasto al burn-out, simulazione del colloquio di lavoro.

### **Matematica Emozionale**

Maurizia Danza, Scuola media IC 02

Marco Tarocco Docente di matematica e autore di testi di matematica -settore editoria scolastica Le Monnier e Mondadori Educational

Le discipline scolastiche sono linguaggi diversi che "l'uomo" ha usato per interpretare e comprendere la Vita in tutte le sue forme.

Una tra le più ostiche e' il linguaggio matematico, composto da simboli e segni, fortemente astratti. Ma se facciamo un "passo indietro" e torniamo all'epoca di Talete, Pitagora, Platone, essi avevano intuito che la "realtà" poteva essere interpretabile in termini matematici e la filosofia, per sua natura, ne dava una giustificazione e una spiegazione.

Il progetto ha voluto ripercorrere la strada al contrario, trovare somiglianze tra le caratteristiche dei simboli matematici a quelle della realtà. I ragazzi in questo modo si sono trovati a prendere il ruolo di filosofi ma con un linguaggio e una visione contemporanea fortemente comprensibile ed emozionalmente coinvolgente.

La Struttura del progetto vede coinvolti le figure dell' insegnante e del counselor, della compresenza e alla collaborazione in aula. L'insegnante propone l'argomento dal punto di vista tecnico e pratico, la Counselor stimola e aiuta i ragazzi ad uscire dai schemi tecnici ed entrare nelle libere associazioni, richiamando alla memoria le esperienze vissute e le emozioni collegate.



Il percorso si è svolto in dieci incontri a cadenza settimanale e i risultati raggiunti sono stati raccolti dai dati positivi che sono emersi dalle prove nazionali INVALSI .

### **Prendersi cura... la supervisione come strumento per fornire struttura e protezione a chi opera con i rifugiati politici e richiedenti asilo**

Beatrice Roncato, PerFormat srl

Il lavoro presentato vuole sottolineare l'importanza della supervisione e del prendersi cura di sé degli operatori che si occupano di profughi, rifugiati politici e richiedenti asilo. Si vuole riflettere sul bisogno che questi operatori hanno di luoghi in cui prendersi cura, attraverso scambi supervisivi e di riflessione sulle tematiche del loro lavoro quotidiano, per trovare un maggior benessere, lavorare sulla giusta distanza, la protezione e la creazione di confini. I richiedenti asilo sono un gruppo particolarmente a rischio per quanto riguarda la salute psichica. Una questione chiave per loro è la questione del lutto rispetto alla propria terra, alla famiglia di origine. Spesso arrivano in Italia con un disturbo post traumatico da stress, in condizioni psicofisiche difficili, e sono soggetti vulnerabili con cui gli operatori interagiscono, non sempre preparati a sostenere le difficoltà e le vulnerabilità di queste persone. La supervisione per questi operatori diviene l'unico luogo del prendersi cura, del rafforzarsi, dell'efficacia nell'accompagnare queste persone nel loro viaggio. Il tema centrale della relazione sarà quello di riflettere sugli atteggiamenti degli operatori nei riguardi dei loro utenti, sul continuo spostarsi dalla curiosità al rifiuto, dal rafforzamento degli stereotipi allo scoperta della ricchezza dei singoli, alla ricerca continua di modi consapevoli di agire. L'orientamento sarà quello dell'Analisi Transazionale, utile strumento di lavoro a partire proprio dal concetto di essere OK e di contrattualità. Nella relazione vedremo modalità concrete utili per gli operatori per dare permessi di appartenenza e struttura, per prendersi cura delle proprie difficoltà, delle proprie rigidità al fine di un maggior benessere per tutti.

### **Lo school-counseling: dinamiche di approccio e strumenti operativi per l'attività dei counselor nelle scuole di ogni ordine e grado**

Giovanni Cisternino, Marialuce Giannaccari

Euthymia - counseling e relazioni di aiuto

L'efficacia degli interventi di counseling nella scuola è ormai acclarato da una lunga, sistematica e documentata pratica all'estero (con particolare riferimento ai paesi anglosassoni) e una ormai sempre più consistente serie di interventi anche in Italia dove per? manca un piano sistematico di sperimentazione/introduzione e soprattutto strumenti modulari e capitalizzabili.

In ogni caso è rilevato, dall'esperienza già svolta dai proponenti, che quando la pratica del counseling è introdotta nella normale attività scolastica attraverso modalità non episodiche ed articolate in maniera adeguata al mondo della scuola, riscuote successo e tende alla fidelizzazione dell'utenza. La presenza sistematica dei counselor in ambiente scolastico produce un impatto positivo sullo star bene a scuola, sul senso di appartenenza, sulla prevenzione dei comportamenti aggressivi, sul disinnescamento degli atti di bullismo e dei comportamenti devianti in genere e infine, come obiettivo riunificante, sul successo scolastico.

Effetto consequenziale, gradito anche quando non espressamente ricercato, è l'incremento del benessere dell'intera comunità scolastica (studenti, docenti, operatori) e miglioramento delle relazioni con gli interlocutori principali: le famiglie. Per raggiungere questo obiettivo è necessario che la proposta sia efficace, gli strumenti utili ed adeguati alle dinamiche tipiche degli istituti e la ricaduta, unita alla percezione dell'utenza, sia tangibile e monitorabile.

La presentazione verterà sulla presentazione e sul training relativamente ad uno strumento di lavoro strutturato ed articolato in moduli, che potremmo definire un vademecum da offrire come facilitatore progettuale a tutte le figure educative e di sistema che nella scuola, a vario titolo, prendono in carico la fatica del pensare la vita scolastica e programmare l'attività didattica curricolare ed extracurricolare.

### **Sulle tracce del lavoro**

Elisa Lupano, Eleonora Draetta

A.Adler Institute

Il report riguarda l'esperienza di 3 anni nella gestione di gruppi di confronto di giovani stranieri di diversa provenienza, (maghrebini, sud-sahariani, rumeni e peruviani) e alcuni ragazzi italiani, frequentanti lo Sportello Lavoro presso l'associazione ASAI di Torino. Quest'anno in particolare i gruppi hanno in maggioranza ragazzi provenienti dal Mali, Senegal, Costa d'avorio.

L'ASAI (Associazione di Animazione Interculturale) è un'associazione che opera da 20 anni a Torino nell'accoglienza e accompagnamento degli stranieri nel territorio metropolitano. Le sue attività vanno dai corsi di Lingua italiana per adulti e minori, al sostegno scolastico per studenti stranieri e italiani frequentanti ogni ordine di scuola, alle attività di animazione e campi durante il periodo estivo di chiusura delle scuole. Ha diverse sedi situate nelle zone più problematiche della città. Collabora attivamente con le scuole, i Servizi Sociali e la Polizia Municipale di Torino. Da alcuni anni è stata organizzata una sede specifica per le problematiche dei giovani adulti stranieri, in particolare rispetto all'inserimento lavorativo, lo Sportello lavoro.

Nell'ambito delle attività dello sportello sono attivi gruppi per i giovani che si presentano alla ricerca di un lavoro, che hanno come obiettivo lo sviluppo delle potenzialità dei giovani che si rivolgono allo sportello.

I gruppi, costituiti da giovani tra i 18 e i 25 anni, si incontrano settimanalmente, alla presenza di un counsellor e altre figure professionali con lo scopo di far emergere e valutare i bisogni dichiarati e sommersi di coloro che si rivolgono allo Sportello, al di là dell'urgenza di un aiuto concreto nella preparazione di un curriculum o di una lettera di presentazione.

Caratteristiche del progetto:

Il gruppo ha come caratteristica la partecipazione libera, senza vincoli di iscrizione. Viene chiesta semplicemente una firma di presenza ad ogni incontro.

Gli obiettivi sono sostanzialmente di due tipi:

#### Strumentali

- a) Dare informazioni sulla vita quotidiana (permessi di soggiorno, documenti, salute)
- b) Dare strumenti per conoscere il territorio
- c) Promuovere l'uso della lingua italiana nella comunicazione

#### Di sostegno alla persona

- d) Creare senso di appartenenza
- e) Offrire un luogo in cui ritrovarsi e conoscere se stessi insieme ad altre persone
- f) Fare rete e creare collaborazioni

La metodologia si riconduce allo stile adleriano attraverso la presa in carico della persona nella sua totalità, con l'accoglienza dei suoi bisogni, in un ambiente non giudicante, in grado di sostenere il disagio che l'esperienza della migrazione, spesso in condizioni estreme, porta.

## Workshops Description

### **W1. Chi cerca lavoro trova se stesso. L'applicazione dell'approccio COREM (Comunicazione-Relazione-Emozione) nel Career Guidance.** Nicola Conte, Giuseppe Reale

Premises and process

In the current worldwide job context of constant challenges and transitions, the recent integrated models in the career counseling indicates clearly that the main objective is no longer simply the definition and alignment of the individual characteristics with those required by employment status ("right man in the right place"), but it is to put the "person at the center" in a position to make responsible and realistic choices, helping him to discover himself, his interests, his attitudes, his values and motivations. The career strategies are not designed anymore 'for' the individual but elaborated and put in place 'by' himself, in a perspective of development of this awareness, responsibility, autonomy and creativity, in order to harmonize his interests, attitudes and skills with internal dynamics - related to personality characteristics - and external, related to his family and socio-economical background. The new career counseling approach gives therefore greater importance not only to the professional career, education and training but also to the relationship and life experiences (informal training non-formal and) supporting the person in a process of self-assessment and self-development, facilitated by the most modern theories and techniques of the interpersonal communication and awareness path developed at the University of Siena within the project COREM (communication, Relationship, Emotions and CORE - awareness) using an integrated counseling approach of the models of RET (Rational -Emotive therapy), AT Transactional analysis, Relational-systemic, Voice Dialogue, Enneagramme, Psychosomatic, Emotional Intelligence (EI) and other unique techniques developed by the University team.

The scope of the Workshop

To provide an introduction of the training and experiential techniques that would allow the participants to acquire the basic communication-emotional-relational tools of and to set the effective strategy for their active career guidance.

Therefore the participants would acquire some integrated skills of "knowing, knowing doing, knowing being," such as:

- The ability to properly assess their knowledge, their personal and professional skills and competencies (or soft skills) either in an objective and subjective approach;
- Self-conscious knowledge, their personal basic characteristics and their resources;
- The experiential knowledge of its relational schemas, cognitive and behavioral;
- The understanding of their motivational leverages, their needs (Maslow pyramid) and values (Schein anchors);
- The awareness of their job representations and their correspondence with the professional profiles available on the territory;
- The structuring of their professional and career project and its activation;
- The ability to build instruments of active job search (CV, letters, mailing lists), Personal Branding and Networking;
- The management of the various phases of the interview in connection with the COREM Relational and Communication approach ;

Contents

#### 1) Skills and Talent assessment

- Cycle of changes and career transitions
- Storytelling of own professional path
- Professional Skills
- Personal characteristics
- Relational and IE skills
- Analysis of the needs, values and motivations
- Wheel of the talents

#### 2) Define your professional goal

- Limiting and empowering Beliefs in the workplace
- Employability
- The vision
- SMART professional goal (context, location, organization, company)
- Preparation of the career project

#### 3) Marketing of themselves

- Elements of Marketing of themselves (product, price, place, promotion)
- Personal Branding, the access channels active labor of self-nomination (networking, social networks, Head Hunters and companies) and passive (advertisements, recruitment companies, databases, ads)
- DATE model (Desires, Abilities, temperament, assets)
- The tools (CV and letter of motivation and marketing); tell me you CV and tell you who you are! – the CV as representation of myself
- Using the network effectively (by appointment, telephone) and indirect (linkedin,, emailing) based on COREM methodology

#### 4) The stages of the selection interview

- The 5 stages of the interview (preparation, initiation, conduct, closing after)
- The seven pillars of the interview

- The critical questions
- Principles of negotiation and conflict management
- Pragmatics of Communication
- Communication styles - Verbal and paraverbal

## **W2. Multidisciplinarietà e Multiculturalità nel Counselling.** Alessandro Onelli

Qualsiasi professione ha come missione quella di aiutare una persona, richiede una conoscenza del funzionamento dell'Uomo e dell'Ambiente in cui egli è inserito, che sia multidisciplinare e, oggi, anche multiculturale. L'assunto, che farà da sfondo alle attività teoriche esperienziali proposte durante il workshop, è quello secondo cui, oltre alle competenze di ordine relazionale, peculiari e necessarie in una qualsiasi interazione professionale su temi di grande impatto emotivo il Counsellor deve avere coscienza e consapevolezza della complessità con cui la nostra psiche – intesa come quell'articolato insieme di funzioni cerebrali, emotive, affettive, fisiologiche e relazionali che rendono coesi tutti gli aspetti biologici e mentali di un individuo – intimamente opera e interagisce con gli ambienti in cui è inserita. La storia dello sviluppo della nostra specie ci ha portato a essere entità complesse nelle quali cooperano, secondo logiche adattive ed evolutivistiche, molteplici sotto sistemi di natura biologica, fisica, cerebrale e mentale che, nella logica di interazione con il contesto, continuamente attuano una strategia di riequilibrio alla base della nostra evoluzione e della nostra sopravvivenza. Il requisito ad un approccio multiculturale in questo senso, non è solo dettato da elementi programmatici derivanti dal contesto nel quale i singoli (Counselor e Cliente) si sono sviluppati, ma anche dal principio di co-evoluzione e d'interazione energetica ed esistenziale alla base del principio con il quale l'evoluzione da milioni di anni elabora strategie atte alla sopravvivenza. In altre parole, dietro la multiculturalità non c'è solo un'esigenza sociologica dettata dalle contingenze culturali, come correttamente apostrofa l'American Psychological Association, ma qualcosa che attiene al modo con cui la nostra biostruttura funziona ed interagisce con il mondo esterno. Sebbene per motivi espositivi si parla di multiculturalità, come fosse una dimensione a sé stante, la stessa andrebbe trattata, a tutti gli effetti, come parte integrante della multidisciplinarietà e, dal punto di vista didattico, subordinata ai medesimi imperativi formativi: insegnare tecniche di gestione dell'alterità e della diversità da un punto di vista antropologico, senza che emergano anche gli intimi legami che gli aspetti culturali hanno con gli altri elementi che compongono il quadro psichico degli individui non ha senso se non tiene conto dei programmi, delle credenze e degli "idiomi" peculiari di ogni cultura che come tali presentano corrispondenze biunivoche con i nostri stati d'animo, le nostre risposte neuroendocrine, le nostre emozioni e le nostre posture sia comportamentali che linguistiche. L'elemento olistico, come d'altronde il principio di omeostasi ci insegna, anche per la componente multiculturale si presenta, quindi, come la portante dell'azione funzionale ed operativa del professionista e, come tale, una esigenza che non può essere omessa anche nell'ambito della sfera strettamente formativa.

Letture di approfondimento: Alessandro Onelli, "Il Sentiero evolutivo della nostra mente. Multiculturalità e multidisciplinarietà nella relazione di Aiuto", Armando Editore;

Katerina Anagnostopoulos, Flavia Germano e Maria Cristina Tumiami "L'approccio multiculturale – interventi in psicoterapia, Counseling e Coaching", Edoardo Giusti

## **W3. Vittime di un amore criminale: la violenza sulle donne in famiglia.** Valentina Sambrotta

Nel mondo, ogni otto minuti viene assassinata una donna. In Italia ne viene uccisa una ogni due giorni. I dati dell'Istat sottolineano un incremento degli omicidi in ambito familiare e sentimentale: circa il 70% delle vittime cade per mano del partner o dell'ex compagno. Sono prede facili, indifese, emarginate, spesso abbandonate da tutti e la violenza nei confronti delle donne è un fenomeno sociale ancora sottovalutato. Una giustizia che prenda in considerazione la situazione in cui si trova la vittima, favorisce un confronto sociale che si fonda sull'analisi dei diritti e dei doveri che determinano la sicurezza individuale e sociale. Perciò diventa fondamentale la preparazione di operatori sociali che abbiano una profonda consapevolezza del loro compito in vista di una trasformazione culturale e di difesa sociale. Questo è importante non solo in una fase successiva, ma tanto più in un'ottica preventiva del fenomeno con lo scopo di ottenere attraverso lo studio una migliore conoscenza della dinamica della vittimizzazione e della dignità della vittima, tale da poter aumentare il tasso di denunce. L'intervento di un counselor può rivelarsi determinante a questo scopo. Durante la giornata verranno forniti elementi teorici e casi pratici su cui lavorare in gruppo. Sono previsti spazi di condivisione.

## **W4. Conversazioni sul cambiamento con gli adolescenti. Il contributo del Colloquio Motivazionale al counseling con gli adolescenti e i giovani adulti.** Annachiara Scamperle, Valerio Quercia

L'applicazione del metodo del Colloquio Motivazionale con gli adolescenti è recente, tuttavia la ricerca e le esperienze in corso soprattutto negli Stati Uniti in ambiti come la scuola, le dipendenze, la giustizia penale, dimostrano come esso risulti particolarmente indicato per questo tipo di clienti.

Ancora oggi molti approcci si focalizzano sul contenuto e non sul processo, su cosa dire agli adolescenti, e non su come dirlo. Un elemento che accomuna tutti i contesti di intervento è la grande sensibilità che gli adolescenti hanno nel percepire il modo in cui ci si rivolge loro quando si parla di cambiamenti comportamentali. Sensibilità dovuta alla specifica tappa evolutiva in cui la sperimentazione dell'autonomia ed il bisogno riconoscimento di una identità adulta influenzano in modo significativo tutte le relazioni che il ragazzo si trova a vivere.

Il Colloquio Motivazionale spiega come accompagnare gli adolescenti verso un cambiamento comportamentale prestando una profonda attenzione al modo in cui ci rivolgiamo a loro.

Verrà introdotta il modello del Colloquio Motivazionale nelle sue duplici componenti rogersiane e cognitivo comportamentale. Verrà illustrato come lo “stile di guida” proposto da questo approccio sia particolarmente efficace nel lavoro con gli adolescenti perché aiuta l’operatore ad acquisire e mantenere una centratura sul cliente e allo stesso tempo rimanere orientato ad un obiettivo. Verranno proposti esercizi e attività esperienziali nella prospettiva di un lavoro condiviso e collaborativo, dove le esperienze dei partecipanti avranno uno spazio e un ruolo rilevante e complementare al contributo dei docenti.

#### **W5. La donna nel suo ciclo di vita: crescita evolutiva e valori fondamentali del femminile.** Maria Luisa Trinca, Liana Gerbi, Maria Cristina, Vittorio Balbi, Ivano Billi, Paola Avallone

Nel corso dei secoli la donna ha sempre dovuto confrontarsi con condizioni “ambientali” meno favorevoli rispetto a quelle riservate agli uomini, essendo privata di pari opportunità e diritti sia dal punto di vista sociale che economico e giuridico. La sua emancipazione è stata lenta e non priva di difficoltà.

Oggi la donna ricopre ruoli di rilievo in diversi settori della vita sociale ed istituzionale ed uscendo dall’esclusività degli ambienti familiari si distingue anche nell’ambito professionale.

E’ tuttavia necessario porre attenzione a un processo di crescita più profondo che le permetta di mettere in luce le risorse uniche e le abilità acquisite nei vari contesti di riferimento, senza dover “tradire” i valori fondamentali del femminile.

Lo scopo di questo workshop vuole essere quello di mettere in luce le peculiarità del femminile nei diversi momenti del ciclo vitale della donna contestualizzandole con l’ambiente sociale e culturale e integrandole con prospettive evolutive che il counseling può contribuire a trasformare in cambiamenti concreti.

All’interno del workshop verranno evidenziate le aree di competenza e di intervento del counselor relativamente ai contesti trattati.

Il programma di lavoro della giornata comprende i seguenti interventi:

1. Dal concepimento alla nascita: le aspettative genitoriali e familiari sul sesso del nascituro possono influenzare attaccamenti e differenze comportamentali della coppia genitoriale ancor prima della sua nascita. Il senso d’inadeguatezza della neonata può essere già presente durante la sua gestazione, condizionando le fasi della prenatalità, dal travaglio al parto e creando le pre-condizioni di un disagio che non tarderà a manifestarsi nelle varie fasi evolutive della bambina. Relatrice: Antonietta Licenziato, counselor a indirizzo psicosomatico, rebirther (FAIP Counseling).
2. L’età della crescita: la donna come figlia, dall’infanzia all’adolescenza, alla prima giovinezza. Differenze di genere e processi evolutivi nello sviluppo della personalità. Relatrice: Liana Gerbi, insegnante, counselor trainer, direttrice della scuola di counseling AICI di Roma (FAIP Counseling).
3. La vita di coppia: la donna nella relazione di intimità. Condizionamenti, stereotipi, libertà di scelta e possibilità di realizzazione. Relatrice: Maria Cristina Guardanti counselor pluralistico integrato, mediatrice familiare, formatore clown terapeuta, master reiki, docente AICI (FAIP Counseling).
4. La donna madre nel contesto familiare: la genitorialità, dall’accudimento alla differenziazione. Una visione di genere sul processo evolutivo nello sviluppo della personalità femminile. Relatrice: Maria Luisa Trinca, counselor relazionale professional trainer (ANCORE).
5. La donna madre nel contesto lavorativo: La maternità vissuta in azienda: strumenti pratici e strategie per affrontare un’esperienza di vita fondante la propria Identità. Un approccio per integrare emozioni, attese, preconcetti ed esperienze di diversità. Relatore: Vittorio Balbi, coach, co-fondatore di ICTF, gruppo di professionisti TrainerCoach®.
6. I parte esperienziale: laboratorio di gruppo. Lo scopo è di fornire occasioni di riflessione per l’autoconsapevolezza come punto di partenza per ulteriori evoluzioni. Il laboratorio costituisce il risultato di un progetto didattico sulle tematiche del workshop. Conduttore: Ivano Billi, sociocounselor, docente AICI, con la partecipazione di allievi counselor (III anno).
7. Una visione olistica del femminile: un’integrazione dei punti di forza di cui la donna moderna ha necessità di prendere consapevolezza a partire dalle sue radici, perché dentro ogni donna sono racchiuse tutte le donne che l’hanno preceduta. La donna ha bisogno infatti di rafforzare il proprio potere personale superando tutti quegli antichi schemi di paura, sottomissione, dipendenza, violenza, vittimismo, che per fattori culturali di educazione, convinzione e tradizione, ancora esterna e riferisce al maschile, non riconoscendoli come propria responsabilità. Lo scopo è quello di arrivare a costruire una nuova immagine di donna, genitrice della vita, che ha tutto il potenziale per cooperare e collaborare con il maschile in una luce nuova, trasformando gli ostacoli del passato in pilastri di integrazione. Relatrice: Paola Avallone, filosofa, costellatrice familiare Hellinger Sciencia, operatrice olistica (SICOOL).
8. Il parte esperienziale: Uno spazio esperienziale orientato a coinvolgere i partecipanti nella presa di consapevolezza del proprio ruolo e modello di genere agito nelle relazioni interpersonali con lo scopo di trasformare l’esperienza in un momento di crescita evolutiva. Conduttori i relatori del workshop.

#### **W6. Sviluppo di capacità specifiche per progettare interventi, finalizzati a rafforzare i diritti di donne e bambine in contesti fragili, attraverso il modello sistemico.** Anita D’Agnolo Vallan, Ing. Andrea Rubin

L’obiettivo del workshop consiste nello sviluppo di capacità specifiche di progettazione di interventi, a favore di donne e bambine in contesti fragili, attraverso l’applicazione, al modello europeo, del metodo basato sul counseling sistemico. Durante la sessione di lavoro verranno percorse tutte le tappe del processo di progettazione (analisi, progettazione, implementazione) integrando gli strumenti del counseling sistemico al metodo classico:

##### 1. Analisi

- a. Analisi degli attori: Processo di identificazione degli attori e passaggio dai gruppi ai sistemi. Come si individua un sistema, che significato acquisisce nella progettazione e quale valore aggiunto rispetto al metodo classico.

b. Analisi dei problemi: Sostituzione dell'analisi lineare (problems tree) a favore di quella circolare. Come si utilizza il metodo circolare di analisi dei problemi, come contribuisce in termini di efficacia, pertinenza e sostenibilità dell'intervento e il suo valore aggiunto rispetto al metodo classico. Il contributo del modello basato sul counseling sistemico all'analisi delle violazioni;

c. Analisi delle strategie e degli obiettivi: Sostituzione del modello lineare (objectives tree) con quello circolare. Come si utilizza il metodo circolare per identificare le strategie e gli obiettivi di progetto, e il suo valore aggiunto;

## 2. Progettazione

Come sfruttare le enormi potenzialità del counseling sistemico in fase di progettazione per:

a. Favorire il processo di inclusione e partecipazione degli attori;

b. Valutare i possibili rischi dell'intervento, sia in termini di raggiungimento e sostenibilità dei risultati, che relativamente alle conseguenze che gli stessi risultati (e quindi il processo di cambiamento ad essi sotteso) potrebbero avere sugli equilibri locali;

c. Mettere in evidenza e salvaguardare il concetto di identità locale;

d. Individuare non solo i bisogni fondamentali (in termini di capacità, strutture, servizi, ecc) che è necessario soddisfare per raggiungere gli obiettivi stabiliti, ma anche le risorse già disponibili a livello locale;

e. Distinguere due livelli specifici di capacità che è fondamentale costruire/sviluppare (capacity building) per raggiungere gli obiettivi progettuali: le capacità dirette tecnico scientifiche che i sistemi target devono sviluppare per raggiungere e sostenere gli obiettivi di progetto e le capacità indirette trasversali strutturali (relazionali/organizzative) che devono essere sviluppate per mettere in atto e concretizzare le capacità tecniche acquisite. Affinché una donna possa avviare un piccolo commercio in un paese in via di sviluppo, ad esempio, non basta che segua una formazione di alfabetizzazione, calcolo e management, ma è fondamentale che l'intero sistema familiare/sociale al quale essa appartiene sia in grado di permetterle realmente di lavorare;

f. Sviluppare, attraverso gli strumenti del counseling, in modo mirato e diversificato per ciascun sistema target, capacità locali essenziali per rafforzare il grado di autonomia e autodeterminazione dei destinatari;

g. Includere l'utilizzo e lo sviluppo del counseling come strumento di aiuto (formando specialisti locali e/o strutturando servizi ad hoc) presso associazioni e/o organizzazioni impegnate localmente in attività di prevenzione di violazioni, supporto delle vittime e rafforzamento dei diritti;

h. Includere l'utilizzo e lo sviluppo del counseling come attività di aiuto e supporto agli human rights defenders locali (che spesso espletano la professione in condizioni di rischio) e ai loro familiari;

i. Ridurre i costi dell'intervento;

## 3. Implementazione

Come sfruttare le gli strumenti del counseling sistemico in fase di implementazione delle azioni per:

a. Mantenere elevato il grado di inclusione, partecipazione, condivisione e ownership degli obiettivi da parte dei sistemi coinvolti;

b. Gestire in modo efficace e funzionale la comunicazione, la relazione e i possibili conflitti tra gli attori;

c. Monitorare con efficacia, a livello sistemico, le conseguenze del processo di cambiamento in corso e, laddove necessario, rimodulare le azioni.

Nella fase conclusiva verranno analizzati gli strumenti strategici di supporto che il counseling può fornire, sia in termini di counseling skills che come intervento di aiuto diretto, ai funzionari delle Organizzazioni Internazionali e ai cooperanti impegnati presso le Organizzazioni non Governative/Associazioni attive a favore di donne e minori in contesti fragili. Al workshop possono

accedere anche soggetti che non possiedono conoscenze specifiche di progettazione di interventi di questo tipo e che avranno la possibilità, in tal modo, di sviluppare le basi di competenze e capacità chiave in materia. Infine, è utile evidenziare che il modello europeo di progettazione costituisce una base conoscitiva strategica ed estremamente utile anche per l'elaborazione di interventi finanziati da altri enti come il Ministero degli Affari Esteri, le Fondazioni private, le Regioni o i Comuni.

Non sussistono condizioni di potenziale rischio poiché il workshop è finalizzato a sviluppare specifiche capacità di progettazione attraverso il Counseling sistemico.

## **W7. Global Greying: Essential guidelines to counseling the aging population.** Jeremy Berry, Samuel Fiala

The mental health community has placed much emphasis in recent years into studying various aspects of the aging population. The transition from describing conditions, and symptoms, to identifying ways to address the needs of the elderly introduced the public to the concept of "successful aging." When an individual in the aged population encounters problems of a physical or mental nature, it's clear how they may be viewed as typical occurrences, and as such, are not treated as potential crisis' (Jungers & Slagel, 2009). This may be an error in the purview of both the individual and the family. A more comprehensive understanding of the issues and concerns of older adults would benefit both working counselors and future counselors who are currently receiving a foundation of their counseling education, and whom may feel they have inadequate experience with the aging population. As this population boom continues it will become more and more imperative that the counseling field begin to address the central issues of this population, so that we may be better prepared to initiate services and promote our services to a population that may not be receptive to counseling as a whole.

Looking at any developmental model, one can see the uniquely vulnerable position that human beings are in when they are introduced to the world. We are among the most vulnerable of animals at birth, and most of the literature seems to indicate that we will find ourselves in a similarly vulnerable position in late adulthood. This highlights the importance of the mental health community in making the general public more aware of the services available to the aged community. We are not only responsible for identifying services, but for working to advocate for the population, and eliminating many of

the stereotypes, misconceptions, and prejudices that exist and are creating barriers to service for this community. Psychotherapy can be instrumental in treating the elderly population for a wide range of needs, not excluding depression, grief, and life changes associated with growing older (Dixon, Richard & Rollins, 2003). There are many publications over the past several decades highlighting the importance of counseling the elderly, and meeting the needs of this population. Despite this public call for attention to this population, a lack of training and curriculum specific to the aging population seems to highlight that not enough attention is being paid. Our own training as counselor educators, seems to fall short in adequately preparing us for work with this population.

One of the primary mechanisms for the delivery of counseling services, specifically to the aging population, is group counseling. Many nursing homes, assisted living centers, in-patient and outpatient hospital settings, and private practitioners' employ group counseling techniques when working with the aged. Group work is a broad concept that includes all types of activities. In addition, while many conceive of group work in human service fields as focusing solely on mental health concepts, many groups focus on specific aspects salient in the lives of the individual groups members, educational goals, or may merely provide support for ongoing physical health, or personal concerns.

This workshop will focus on strategies for working with the aging population, and the challenges that are often faced by clinicians in working with this population. Group counseling techniques will be discussed as well as activities that can be introduced into group work. In addition, this workshop will address common misconceptions about counseling the aging population. Handouts and digital media will be available for attendees.

#### **W8. Internationalizing Counselor Education through Collaboration and Global Study.** Erika Raissa Nash Cameron, Ian Martin

All of the students within the Counseling Program at the University of San Diego must complete an international experience prior to graduation. This requirement is related to a policy created by the school of education to internationalize the curriculum across programs. We (the Counseling Program- represented by Drs. Cameron & Martin) fully embraced this effort and have consistently taken students abroad for the last six years. Most typically, these trips are short-term (2-3 weeks) and connected to foundational counseling courses (e.g. multicultural counseling, career development, research methods).

Based on our experiences and work, this workshop aims to share our learning and help others to think more strategically about different ways to build international experiences, partnerships, and exchanges into counselor training and/or professional development.

Workshop objectives:

1. We have begun to empirically investigate the impact of our short-term study abroad experiences and have both quantitative and qualitative results to share with the group. Most notably, we have found that these experiences positively impact the development of Intercultural Competency Characteristics (ICC) and lead to more thoughtful post-graduate practice. We will then discuss different ways to integrate ICC development (i.e. intentions, culture, cognitive dissonance and reflection) into student pre-service training so that future counselors are better prepared and more invested in learning about the diverse cultural needs of clients both domestically and abroad.
2. Our model has evolved to fit our organization, but we have been exposed to several other models along the way – we invite participants to learn from our trial and error. In this section, we will facilitate activities and discussions that focus on the different study abroad models available to organizations so that participants can identify the most realistic/appropriate model for their circumstances.
3. A common feature involved in accessing study abroad opportunities is the proposal. Therefore, we will share our proposal process and materials. From there we will then work in small groups to develop proposals specific to workshop attendees' international interests. We anticipate that brainstorming universal proposal categories (i.e., purpose, activities, budget) will result in more fully developed study abroad proposals.
4. Finally, we have found our international experiences are greatly enhanced when we partner with others (e.g., other professors, universities, counseling/community centers). Therefore, ample time within the workshop will be dedicated to helping others network to locate common international interests.

#### **W9. Supervision in Career Counseling: Outsider Witnessing.** Jamie Brant

Career counseling has become increasingly prominent with the ever-changing world of work. As such, counselor educators and future counselors have been called to respond to this need. Career construction theory (2011) holds that counselors ask clients to engage in self-reflection, which creates a deeper level of self-awareness. This technique of reflecting a client's story back to them provides a narrative that may contribute to the meaning and clarity to the career decision-making process.

Just as we ask our clients to delve into this process of self-discovery and self-reflection, counselor educators are called to employ similar requirements of future career counselors. This can be accomplished through the supervisor/supervisee relationship inherent within counselor education. In utilizing the narrative paradigms of outsider witnessing and definitional ceremonies, the counselor-in-training is asked to engage in the process of self-reflection. A parallel can be drawn between this and the counselor/client relationship within career construction theory. The demonstration of this technique will be conducted via a live supervision/outsider witness in which the audience will be invited to participate as outsider witnesses for the career counselor in training.

Career counselors work with individuals who are seeking their first job, transitioning into a new career path, dealing with work traumas, or those who are creating a new career after retirement. Counselors have the opportunity to help clients celebrate life's transitions within the world of work. However, before counselors can assist others with their career, they

must first master their own. Through Career Counseling Supervision with Outsider Witnessing, the process of layering a student's story provides the opportunity for self reflection. This process also raises the awareness of their own career as a counselor by expanding their counselor identity, preparing for their first job as a counselor. This process provides a place for celebration of skill, counselor identity and preparation for first jobs!

Lastly, supervision is a powerful skill building and teaching relationship within Counselor Education (Bradley & Ladany, 2000). The process is meant to provide the counselor trainee with opportunities for self-reflection and identity growth facilitated by the structure and guidance of the supervisor. While it has been explored (Bronson, 2010; Parcover & Swanson, 2013) there remains a dearth of information in the literature, specifically relating to supervision within career counseling. White's (2007) Narrative Therapy provides an approach that can be applied to supervision and can address the aforementioned learning objectives. The implementation of outsider witnessing and definitional ceremonies within supervision allows the supervisee the opportunity to share their narrative with an audience. The counselor trainee is able to engage with their supervisor discussing their concerns, skills and knowledge while outsider witnesses, generally the trainee's classmates, and listen to the supervision conversation. The intention of this process is for the supervisee to have their narrative reflected back to them, not only by their supervisor but also by the outsider witnesses. Career construction theory (Savickas, 2005; 2011) provides an applicable framework to outsider witnessing in career counseling supervision. Utilizing this theory allows the supervisor and supervisee to create a narrative that describes the career counseling process and each question addressed with the client. Through outsider witnessing both the counselor trainee and the outsider witnesses learn new techniques and problem solving skills. This results in a layered identity emerging for the career counselor in training.

#### **W10. Collaborative Developmental School Counseling: Building a School-Wide Approach.** Donna M. San Antonio, Lisa Fiore

We will draw from the work of Montessori, Erikson, Piaget, Kohlberg, Gilligan, Bronfenbrenner, and others to provide a framework for understanding child and adolescent development and the role of the counselor in schools and how to construct a counseling curriculum. Our presentation will include lecture, experiential activities, and small and large group discussion. We will begin with a conversation that will locate workshop participants within their particular school and community, taking into account the cultural, social, political, and economic contexts of their work. Workshop participants will: 1) examine key components of social-emotional development and related theories; 2) outline a preliminary plan for initiating or improving a school-based counseling curriculum; 3) identify resources and relationships that are vital to students' and staff members' success.

Today's schools are important locations for students, families, and community members. It is in schools that students experience personal insight, interpersonal competence, appreciation for diversity, future aspiration and orientation, and mental health support for those struggling with serious social-emotional challenges. We believe that school counselors play a pivotal role in creating and sustaining safe environments that promote healthy development for all students. Ideally, school counselors co-create schools as ethical spaces in which students are guided toward increasingly complex moral reasoning in which they are able to coordinate multiple perspectives. Social-emotional learning, assisted by school counselors, evolves out of the work of Piaget, Gilligan, Vygotsky, and others. For example, Piaget's 1932 work, *The Moral Judgment of the Child*, analyzed children's understanding of issues such as authority, lying, stealing, and the concept of justice. We will discuss the value and limitations of cognitive-developmental staging by examining current critiques of the progression of moral reasoning and the claim of universalism across cultures. In our discussion, we will attend to critical theory, and feminist and multicultural critiques of developmental theory.

Participants will work on specific skills that can be transferred directly into practice. We will use developmental theory, the ecological model, and the science of prevention, to examine and design school programs that are holistic, connected to family and community, and responsive to children and adolescents with a variety of mental health needs across a developmental continuum. We will consider the multiple roles of a school counselor, including meeting with students individually and in groups, providing crisis intervention, and working with families, teachers and community contacts.

Specifically, participants will learn to design a comprehensive school-based program that includes classroom-based social-emotional learning, crisis intervention plans, one-to-one and group counseling, future planning, and attention to immigration status, race, social class, and gender. We will discuss the specific steps counselors can take to lead an effort to collectively plan, implement, and evaluate a school-wide counseling curriculum. Workshop participants will leave with a packet of materials and a resource list of guidebooks and other publications.

We will draw from our areas of expertise to address specific topics in school counseling: working with children of immigrant families, risk and resilience among minority youth, addressing behavioral problems, social-emotional development curricula, the developmental impact of trauma, school transitions, educational and vocational planning, and the specific challenges faced by girls and low-income students.



# ***IAC CONFERENCE 2015***



***VERONA, 3-6 SEPTEMBER***