

2020-2021 NARACES Year of Learning and Connection Spring 2021 Presentations

In response to the cancellation of the regional conference, NARACES has launched the Year of Learning and Connection to offer ways for members to present their scholarly work and stay connected. Save the date for the following Spring presentations, with more details for each further below:

- January 19, 2021 at 12 – 1pm EST
Research Mentoring for the Next Generation
No NBCC CE credit available
- February 19, 2021 at 11:30 – 12:30pm EST
A Person-Centered Approach to Facilitate Counseling students' Social Justice Advocacy
1 NBCC CE hour
- March 24, 2021 at 2 – 3pm EST
Addressing the Ripple Effect of Trauma in Minority Populations
1 NBCC CE hour
- April 19, 2021 at 3 – 4pm EST
Asian International Students: Model Minorities of 'Invisible' Minorities
1 NBCC CE hour
- May 4, 2021 at 11 – 12pm EST
Reframing the Experiences of Counseling Students of Color: An Intersectional Approach
1 NBCC CE hour



NARACES has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 1103. Programs that do not qualify for NBCC credit are clearly identified. NARACES is solely responsible for all aspects of the programs.

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Presentation Information

Date: January 19th, 2021

Time: 12 – 1pm (EST)

Title: Research Mentoring for the Next Generation

Presenters: Tracy Stinchfield, Erica Colbert, Lisa Corbin, Anna Flores Locke, John Harrichand, Shanta Pamphile, Ben Willis, Terence Yee

Continuing Education: No NBCC CE credit available

Description: Research and scholarship is one of the core areas required in Counselor Education and Supervision (CES) doctoral programs (CACREP, 2015). As doctoral students in a CES doctoral program, students are exposed to and mentored in research to varying degrees. Our panel will present on the NARACES Research Mentoring Initiative and then focus on the Social Justice implications for mentoring relationships within the field of Counselor Education.

* This is not an NBCC CE credit session

Date: February 19th, 2021

Time: 11:30 – 12:30pm (EST)

Title: A Person-Centered Approach to Facilitate Counseling Students' Social Justice Advocacy

Presenter: Stephaney Morrison, PhD, LPC, NCC

Continuing Education: 1 NBCC CE credit available

Description: This presentation is a discussion on how the person-centered teaching and learning goals are used in a graduate counselor education course to facilitate counselors' self-reflection on topics important to their role as social advocates. In this course students participate with each other and their instructor, in a community of learners in which they examine their cultural identities and reflect on their roles and engagement in social justice advocacy work with clients.

Learning Objectives:

1. Participants will explore together the challenges associated with teaching a multicultural/social course in counselor education.
2. Participants will discuss the strategies they are using, are effectively helping counseling students to meet the learning goals of the multicultural/social justice course.
3. Participants will work in pairs to discuss the person-centered learning goals and its proven steps to facilitating transformative change.

Date: March 24th, 2021

Time: 2 – 3pm (EST)

Title: Addressing the Ripple Effects of Trauma in Minority Populations

Presenters: Rachel Carbonaro, MS, LMHC, NCC & Rachel Darcy, MS, LMHC

Continuing Education: 1 NBCC CE credit available

Description: To understand trauma in minority populations, counselors must have an understanding of the complexity of historical systemic racism. This session will discuss the traumatic impact of redlining on minority populations, and how incorporating this history into counselor education can prepare counselors-in-training for working with clients and families with these experiences. Presenters will encourage critical discussion of classroom and supervision integration of this material.

Learning Objectives:

1. Participants will be provided with an overview of literature related to the history and contemporary challenges of trauma and redlining among minority populations that are not regularly addressed in counselor education programs.
2. Participants will learn how to incorporate cultural humility surrounding the ripple effects of trauma into the classroom.
3. Participants will be provided with resources to assist in the integration of redlining history and its effects into their classrooms and supervision.

Date: April 19th, 2021

Time: 3 – 4pm (EST)

Title: Asian International Students: Model Minorities or “Invisible” Minorities

Presenters: Rhea Banerjee, M.Ed., M.S.

Continuing Education: 1 NBCC CE credit available

Description: Rising numbers of international students in counselor education programs make it necessary to understand the unique challenges that these populations bring. Asian international students in particular present varying needs due to their diverse subgroups. Research is limited on specific challenges faced by Asian students who show greater English fluency and appear assimilated. This presentation presents a supervision model to meet the unique challenges and needs of this population.

Learning Objectives:

1. Review research and data that dispel stereotypes about Asian international students that accompany their Model Minority status and discuss challenges of navigating counselor education programs with these stereotypes.
2. Increase awareness of counselor training and supervision needs for Asian international students in programs.
3. Discuss applying a conceptual supervision model and strategies that counselor education faculty can use to meet the unique supervision needs of Asian international students.

Date: May 4th, 2021

Time: 11 – 12pm (EST)

Title: Reframing the Experiences of Counseling Students of Color: An Intersectional Approach

Presenters: Ashley Diaz, M.S., Kyesha Isadore, M.Ed., NCC, Diana Gallardo, M.A., NCC

Continuing Education: 1 NBCC CE credit available

Description: Students of color in advanced counseling programs experience challenges that contribute to feelings of isolation, distrust, and invalidation. This presentation will utilize Intersectionality Theory as a framework to understand the intersection of marginalized identities as it relates to the experiences of these students. Attendees will discuss their own privileged and marginalized identities and reflect on its impact in counselor education. Strategies to support these students will be discussed.

Learning Objectives:

1. Attendees will gain an understanding of Kimberlé Crenshaw's Intersectionality Theory and its application in counselor education and supervision programs.
2. Attendees will discuss and reflect on their own privileged and marginalized identities through an intersectional lens.
3. Attendees will examine the unique needs and experiences of advanced counseling students with multiple marginalized identities and identify potential strategies to support these students.