

SAIGE

CONFERENCE

OCTOBER 20-22, 2022
CHICAGO, IL

Inclusivity
IN LEADERSHIP
& MENTORSHIP

2022

CONFERENCE PROGRAM



OCTOBER 20TH, 21ST, AND 22ND, 2022

Hilton Chicago/Northbrook, Chicago, IL

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*Thank you!***TO OUR CONFERENCE SPONSORS**

Mount Mary University is a welcoming, one-of-a-kind creative culture that supports you to explore your passions, develop your skills and turn energy into action to achieve personal and professional success.

Each of Mount Mary's majors and programs incorporates creativity, social justice and leadership to provide students with the knowledge and confidence to transform their careers and communities.

The National Board for Certified Counselors (NBCC) works to advance counseling as the premier certification body of the profession. Founded in 1982 as a not-for-profit, independent certification organization, NBCC works toward enhancing society worldwide through quality counseling.



Founded in 1969 as an experimental model for transformative higher education, Governors State University continues to lead through innovation and academic success at the southern edge of the greater Chicagoland area. True to our founding principles of excellence and inclusivity, the university's diverse community of students and faculty remains a vibrant beacon of hope for a brighter tomorrow

The Chicago School of Professional Psychology is a non-profit university. While the main campus is in the heart of Chicago, Illinois, other campuses are in urban centers around the country. These locations allow students to immerse themselves in a diversity of cultures, communities, and perspectives. The Chicago School provides more than 30 academic programs rooted in a commitment to innovation, service, and community.



*Thank
you!*

TO OUR CONFERENCE PLANNING COMMITTEE

Clark Ausloos
Tamekia Bell
Gene Dockery
Brook Fulton
Christina McGrath Fair
Rob McKinney

Chase Morgan-Swaney
Christine Oaks
Nathaniel Smith
Jessica Snyder
Marion Toscano
Suzy Wise

TO OUR CONFERENCE VOLUNTEERS

Sheldon Aaron
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Ashley Azubuike
Michelle Coria
Michael Davidson
Heather Deschaine
Anne Dwyer

Pamela Fullerton
Katharine Heaton
Melissa Hill
Scott Lillich
Katrina Ramirez
Zara Taylor

ACKNOWLEDGEMENT

We would like to acknowledge that the SAIGE Conference and surrounding area is on land held in stewardship by the Peoria, Potawatomi, Myaamia, Kaskaskia, Kickapoo, and Ho-Chunk tribes.

Today, the Chicago area is home to many different citizens of Indigenous nations and we recognize their enduring presence on this land by paying respects to their elders, both past and present. Please take a moment to consider the legacies of violence, displacement, migration, and resettlement that bring us together today and please join us in uncovering such truths at all public events. It is because of the sacrifices and hardships of the traditional Indigenous inhabitants of this land that we are able to be here to learn, collaborate, and share knowledge.



WELCOME TO THE CONFERENCE!

Welcome!

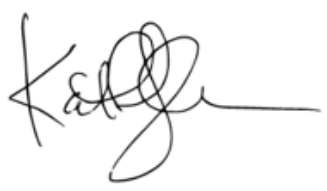
On behalf of the Village of Northbrook, I would like to personally welcome you to our community. In Northbrook we like to pride ourselves on a few things: our wonderful shopping, dining, and tourism amenities, our innovative thinking, and our unwavering commitment to diversity, equity, and inclusion.

As Village President, it is my duty to stand up against hate and set the tone for inclusivity in Northbrook. That is why we adopted a Welcoming and Inclusive Community Pledge in 2021 encouraging our residents and business owners to be accepting of all and respectful of our differences. I like to say that “all are welcome in Northbrook,” and we are proud to be hosting an organization that values the voice, equity, and inclusion of LGBTGEQIAP+ persons. SAIGE’s mission is one of great importance.

While spending time in our Village, I hope you will check out some of our unique businesses and stop for a bite to eat at one of our restaurants! Whether you’re looking for a souvenir or making a quick pit stop, anything you need can be found in Northbrook.

We hope to see you back soon.

Kathryn Ciesla
Northbrook Village President



**Village of
Northbrook**
northbrook.il.us 5

WELCOME TO THE CONFERENCE!



OFFICE OF THE MAYOR
CITY OF CHICAGO

LORI E. LIGHTFOOT
MAYOR

October 20, 2022



Dear Friends:

On behalf of the City of Chicago, I am honored to welcome all those gathered for the 2022 Annual SAIGE Conference.

The Society for Sexual, Affectional, Intersex, and Gender Identities (SAIGE) was founded with the mission to advocate for the equity and inclusion of the LGBTGEQIAP+ community through involved programming, vital resources, mentoring, and much needed services. This year's conference, themed "LGBTGEQIAP+ Inclusivity in Leadership and Mentorship," presents the opportunity to come together to network, inspire, and learn. The conference will include luncheons, meetings, content sessions, and receptions that remember, recognize, and honor those who paved the way and made a difference. I commend SAIGE for their ongoing efforts to uplift, empower, and advocate for the LGBTGEQIAP+ community.

I hope your event is memorable and enjoyable. Best wishes for continued success.

Sincerely,

Mayor

WELCOME FROM THE PRESIDENT



Hello SAIGE Conference Attendees,

Welcome to our SAIGE conference! We have not been together in-person since 2018 and I am so excited to have you here in the Chicago/Northbrook area! The conference planning committee has been working very hard over the past year to make this a wonderful learning experience for all attendees. I am thankful for the conference planning committee, volunteers, and sponsors for their support!

The theme for the SAIGE 2022 conference is “LGBTGEQIAP+ Inclusivity in Leadership and Mentorship”. The conference will start with a pre-conference session held on Thursday, October 20th at 3pm in Pine. We will have a leadership panel with current and former SAIGE leaders. Drs. Misty Ginicola, Jane Rheineck, Rob McKinney, and Tamekia Bell will be participating on a panel on leadership. On this panel, they will be discussing their leadership journey and tips for engaging in leadership within the counseling field.

Registration opens at 6pm in Garden Terrace. After you have picked up your registration materials, please stop by our Opening Reception in Katie’s Corner, right outside of Frank’s Place, between 6pm and 8pm for some light refreshments.

October 21st and 22nd includes various educational and poster sessions on inclusivity within the LGBTGEQIAP+ communities. Continental - style breakfasts will be held both days of the conference from 8am to 10am outside of Pine. Luncheons will be held each day in Birch/Oak. During the luncheons, we will have keynote speakers from two Chicago-based LGBTGEQIAP+ organizations. Brave Space Alliance will be the keynote on Friday, October 21st and Affinity will be the keynote on Saturday, October 22nd. Please join us for fellowship and learn more about these two wonderful organizations and how you can best support their mission. Both organizations will also have booths in Garden Terrace.

Throughout the conference, we will have opportunities for networking with others. On Saturday, October 22nd at 2pm, we will hold a membership meeting in Birch/Oak. During this meeting, we will open the floor for membership questions, discuss volunteer opportunities, and open positions for the 2024-25 SAIGE board. Additionally, we will also have an open meeting space in Aspen I where attendees can go to network with other attendees. This space is open and available except when roundtables and poster sessions are scheduled. Please see program guide for additional information.

We will also have exhibitor areas in Garden Terrace and Elm. Exhibitors tables include ISAIGE, Mount Mary University, Brave Space Alliance, Affinity, and Arcus Behavioral Health. Please stop by and visit our exhibitors to learn more about their work. Finally, I hope you have the opportunity to explore the Northbrook and Chicago areas! Please visit the below websites for things to do in both Northbrook and Chicago!

Things to do in Chicago: <https://www.choosechicago.com/>

Things to do in Northbrook: <https://www.visitchicagonorthshore.com/Things-To-Do>

I hope you have an enjoyable conference and a wonderful time in our beautiful city! If you see me around the conference, please feel free to stop me and say hi!

Dr. Tamekia Bell
she/her/hers
2022-23 SAIGE President

IAM... COUNSELING

- *Ph.D. in Counselor Education & Supervision*
- *Post-Master's Certificates*
(Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, School Counseling)
- *M.S. in Professional Counseling*



College of Education, Division of Psychology and Counseling

Dr. Shannon Dermer, Dean

The Master's degree in the CACREP accredited Counseling program offers a choice of three sequences:

- Clinical Mental Health Counseling
- Marriage and Family Counseling
- School Counseling



For more info

https://www.govst.edu/Academics/Colleges_and_Programs/College_of_Education/Academic_Programs/Graduate/Master_of_Arts_in_Counseling

A Ph.D. in Counselor Education and Supervision program is also offered:



For more info

<https://www.govst.edu/counseloreducation/>

Contact



Naomi Fenton

(nfenton@govst.edu)

an Academic Advisor for Counseling, with any questions you may have regarding the Counseling program.



Governors State
UNIVERSITY

Governors State University, 1 University Parkway
University Park, IL 60484
College of Education, Division of
Psychology and Counseling

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Inclusivity
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& MENTORSHIP**

PRE-CONFERENCE SCHEDULE & KEY | 10.20



PRE-RECORDED INVITED VIRTUAL SESSIONS

Feminist Strategies in Queer Supervision

Virtual

The purpose of this session is to provide feminist supervision strategies to enhance supervision practices to work with LGBTQ+ supervisees. This session will explore common needs and challenges of LGBTQ+ supervisees, supervision competencies to work with LGBTQ+ supervisees, and identify feminist supervision strategies to better serve LGBTQ+ supervisees. Attendees will have the opportunity to apply new knowledge while watching a role-play of a supervisor providing supervision to an LGBTQ+ supervisee. Overall, it is our goal to help supervisors provide supervision in a way that is culturally sensitive to LGBTQ+ supervisees.

Presented by: Sandra Gavin, PhD, LPC, NCC; Kelsey Scanlan, MS, LPCC-S, CCMHC; Grey Nelei, MS, LPCC-S, LICDC

Journey to Leadership: An Interview with Margarita Martinez

Virtual

In this virtual session, Tamekia, SAIGE President, interviews Margarita Martinez, AMCD Past-President, about their leadership journey. Margarita will share their success, challenges, and future directions for LGBTGEQIAP+ inclusivity in leadership across the counseling profession.

Presented by: Tamekia Bell, Margarita Martinez

**You will receive access to these pre-conference recorded sessions hosted on our website through an EventBrite email. (Please remember the email address which you used at registration). There, you will receive instructions and a password in order to access the session.*

LGBTGEQIAP+ INCLUSIVITY IN LEADERSHIP: A PANEL DISCUSSION

3:00 pm

Location: Pine

Drs. Marion Toscano, Jane Rheineck, Rob McKinney and Tamekia Bell (former, current, and future SAIGE leaders) will discuss their journeys into leadership, and provide tips for engaging in professional leadership within the fields of counseling and counselor education.

CONFERENCE REGISTRATION OPENS AT 6 PM

Location: Garden Terrace

After you have picked up your registration materials, please stop by our Opening Reception in Katie's Corner, right outside of Frank's Place, between 6 and 8 pm for some light refreshments and community!





CONTINENTAL BREAKFAST | 8-10 AM | PINE

VIRTUAL SESSIONS

PAGE 14

Virtual Sessions are provided to on-ground ticket holders, and those who purchase "virtual sessions only". Through EventBrite, you will receive an email with the password and site address where you can access the sessions directly, on your own time, through November 2022. Questions? Email Technology@SaigeCounseling.org.

FRIDAY EDUCATION SESSIONS

PAGE 17

From 9 am- 12 pm, and 2-5 pm there will be 50-minute educational sessions in **Rooms Hickory, Willow, and Pine**. See pages 11 through 13 of this program!

Friday LUNCHEON: 12-2pm

Keynote Speaker:

Brave Space Alliance

Lunch is Included for All On-ground Ticket Holders

Location: Birch/Oak



THE PODCAST

Join the Loud & Queerly Podcast Hosts!

We are looking for conference attendees to stop by to chat about the conference and/or their work with LGBTQEQIAP+ clients and students!

Join us in Room 4 - Linden I and II between 2-4 pm on Friday, October 21st.

FRIDAY ROUNDTABLES

PAGE 22

From 3-4 pm, there will be roundtables in Rooms **Aspen I & II**.

FRIDAY POSTERS

PAGE 24

From 4-5 pm, there will be roundtables in Rooms **Aspen I & II**.



CONTINENTAL BREAKFAST | 8-10 AM | PINE

VIRTUAL SESSIONS

PAGE 14

Virtual Sessions are provided to on-ground ticket holders, and those who purchase "virtual sessions only". Through EventBrite, you will receive an email with the password and site address where you can access the sessions directly, on your own time, through November 2022. Questions? Email Technology@SaigeCounseling.org

SATURDAY EDUCATION SESSIONS PAGE 25

From 9 am- 12 pm, and 3-5 pm there will be 50-minute educational sessions in **Rooms Hickory, Willow, and Pine**. See pages 11 through 13 of this program!

SATURDAY POSTERS PAGE 27

From 10-11 am , there will be poster presentations in Rooms **Aspen I & II**.

LUNCHEON: 12-2pm
Keynote Speaker:
Affinity Community
Services

Location: Birch/Oak

Founded by a radical volunteer collective of Black lesbian and bisexual women, Affinity Community Services is a social-justice organization in service to the Black LGBTQ community in Chicago for over 27 years. Our work strives to amplify, protect, and celebrate the voices of Black women and people whose identities expand beyond the gender binary. Our programs are peer-led and offered on the southside of Chicago. Our activities focus on health and wellness, advocacy, civic engagement, and social connection



MEMBERSHIP MEETING

Please join us at **2 pm on Saturday** for our open membership meeting, where we will hear your questions, discuss opportunities, and open positions for the 24-25 SAIGE Board. **Located in the Birch/Oak Room.**

SATURDAY ROUNDTABLES

PAGE 31

From 3-4 pm, there will be roundtables in Rooms **Aspen I & II**.

CONTINUING EDUCATION INFORMATION

CE INFORMATION

QR CODE



The virtual pre-conference session will be 1.5 CEU's, and all other educational content sessions will be 1 CEU.

In order to receive your CE credit, you must use the QR code above, or the link on this page (below) to fill out an evaluation form for each session.

The link is <https://bit.ly/SAIGECEU>.

Please note the Session Number (i.e., #632), as you will need it for completing your CE survey!

The deadline to submit CE survey's is 12/30/22. Certificates will be sent via email after 1/1/23.

Any questions? Email us at

Technology@SaigeCounseling.org

VIRTUAL EDUCATION SESSIONS

All On-Ground Ticket Holders will have access to all Virtual Education Sessions. There is also an option for attendees to purchase the Virtual Education Sessions Only!

Narrative Therapy and Novels: Harnessing the Power of Pop Culture (Session #850)

Virtual

David Jay Collins, author of the novel *Gaybash*, and an expert counselor discuss how you can use popular fiction to help clients address life changes through the lens of narrative therapy. You will hear readings from Collins that relate to situations our LGBTQIA+ clients' experiences, and you will learn lessons from the novel's characters, including a counselor who helps the protagonist develop much-needed insight. Hear real-life examples of how *Gaybash* impacted readers and understand how our ethics codes guide the use of pop fiction as a therapeutic intervention.

Presented by: Michele Kerulis, Ed.D., LCPC, CMPC; David Jay Collins, MA

Gender and Sexuality Identity Transition and Expression through Performance Art (Session #858) Special Invited Session from AADA

Virtual

This program is based on research conducted by the co-presenters. This was a qualitative case study that explored the primary research question of: How do individuals from religiously conservative households of origin transition from traditional gender role identification to gender non-conforming identities and gender expression through performance art? The purpose of this research was to describe the ways in which two individuals from religiously conservative households of origin transition from traditional gender role identification to gender non-conforming identities and gender expression through performance art. Additionally, this research describes how the two participants evolved from a heterosexual identification toward a gay or queer identification and expression of their sexuality. Their evolution was presented through a queer theory lens highlighting the non-linear and non-binary movement through aspects of body positivity in the context of art and burlesque performances, non-heterosexual expressions of attraction and affection, and the non-cisgender manifestation of the feminine - non-binary - masculine continuum. Implications for advocacy, counselor education, and counseling clients will be presented.

**Presented by: Adrienne Trogden, Ph.D., LAC, CCS, ADS, CFMHE, LPC-S;
Dorin Captari-Scirri, MA, LPC, NCC, ACS, C-DBT, EMDR
Association for Adult Development and Aging (AADA)**

Yes You Can, No You Can't - Gender Affirming Treatment & Counselor's Roles (Session #353)

Virtual

This session shares findings from a study examining counselors' experiences treating transgender and gender nonbinary (TGNB) adult clients seeking HRT (GAHT). Counselors are expected to provide culturally competent counseling services and increase knowledge, awareness, and skills related to a diverse client base (ACA Code of Ethics, 2014; Ratts et al., 2016; Sue & Sue, 1992). Researchers have shown that many counselors are unprepared for the unique needs of clients who are transgender and gender nonbinary (TGNB). There is a shortage of literature on counselors' experiences treating TGNB individuals seeking hormone replacement therapy (HRT). Historically there has been a fear within the TGNB population associated with seeking health care services, including counseling (Bidell & Stepleman, 2017; Goldberg et al., 2019; Salpietro et al., 2019). Their fear relates to discrimination and harm often experienced by TGNB individuals from professionals (Collazo et al., 2013; Goldberg et al., 2019; Whitman & Han, 2017). Counselors can increase their knowledge, skills, and awareness related to TGNB populations as an actionable step to avoid causing harm (Salpietro et al., 2019). Over time competencies have been created for counselors treating TGNB individuals. It is especially important that counselors seek training and make themselves aware of the competencies (Rivers & Swank, 2017; Salpietro et al., 2019) because individuals in the TGNB populations seek counseling at higher rates than cisgender or gender-conforming individuals (Budge, 2015). All of this information led to this study, and findings include several themes highlighting counselors' experiences. This will be provided and advice from these experiences counselors to better prepare counselor educators, counselors, and counseling supervisors for working with TGNB clients seeking gender affirming medical care.

**Presented by: Clarissa Mulligan Attara, Ph.D., LPC, LCADC, ACS;
Carrie VanMeter, Ph.D., LPCC, LSC**

VIRTUAL EDUCATION SESSIONS

All On-Ground Ticket Holders will have access to all Virtual Education Sessions. There is also an option for attendees to purchase the Virtual Education Sessions Only!

Queer and Trans Counselor Educators and Supervisors: Identity Disclosure in Leadership Roles (Session #734)

Virtual

Much of the literature related to self-disclosure is focused on the counselor's experience (Knox et al., 1997; Borden et al., 2010) and does not address the nuances of a counselor educator's experiences. Additionally, there is limited information available related to disclosure of queer and trans identities within counselor education settings, leading to a dearth in understanding how identity disclosure impacts counselor educators and supervisors in leadership and mentorship roles. The presenters will be sharing results from a qualitative research study focused on the experiences and decision-making processes of counselor educators and supervisors in disclosing queer and trans identities. Exploring these findings, the presenters aim to strengthen the research base around queer and trans identity disclosure in counselor education and supervision arenas while furthering understanding around helpful and unhelpful factors impacting disclosure. Additionally, and importantly, presenters will address needed advocacy and social justice measures to restructure counselor education to be more conducive to the thriving and liberation of intersectional queer and trans counselor educators, supervisors, counselors-in-training, and communities.

**Presented by: Whitney Akers, Ph.D., LCMHC (NC), NCC, ACS
Mickey White, Ph.D., NCC, LPC-MHSP (temp), BC-TMH**

Dignity at end of life for LGBTGEQIAP+ Folx (Session #824)

Virtual

Sexuality is an often-overlooked element of end-of-life care resulting in a lack of dignity for the LGBTGEQIAP+ population at end of life. This training will focus on the role counselors can play in advocating for inclusive conversations surrounding death and sexuality that can facilitate dignity and wellbeing throughout the lifespan.

Presented by: Kailey Bradley, MA, LPCC-S, NCC, CT

Sensate Focus for Transgender Clients (Session #489)

Virtual

Healthy sexual functioning is an important part of life satisfaction for most individuals. Unfortunately, sexual and gender minorities are underrepresented in sexuality research, which impacts the knowledge base available to practicing clinicians. In an effort to meet this research gap and integrate what is currently considered evidence-based treatment for sexuality concerns in non-heterosexual individuals, sensate focus (SF) is being explored as an efficacious treatment for transgender individuals. SF contains elements of current treatment such as mindfulness and desensitization, which have been separately demonstrated to be effective with the transgender population. SF will be presented as a viable intervention or adjunct to sexuality counseling with this population, and appropriate application and practice-based research will be explored.

**Presented by: Krystal Doucette, BA
Ami Crowley, EdD, NCC, ACS, CDBT, ICADC, MCAP, BC-TMH, LPC, LMHC**

Using Spiritual Practices to Heal Faith-based Wounds within the LGBTQ+ Community (Session #583)

Virtual

Spiritual/Faith-Based wounds, defined as actions which harm one's internal experience and practice of sacred searching that leads to a disconnection with one's higher power or meaning-making sources, can elicit mental health distress among LGBTQ+ individuals. This presentation will explore the impact faith-based wounds can have on LGBTQ+ individuals, discuss theoretical and empirical guidance to conceptualize the grief that can result, and offer therapeutic interventions that can assist LGBTQ+ individuals to utilize spiritual practices to heal faith-based wounds.

**Presented by: Marlon Johnson, PhD, LPC (TX), LPC-MHSP (TN), NCC
Nancy Thacker Darrow, Ph.D., NCC**

VIRTUAL EDUCATION SESSIONS

All On-Ground Ticket Holders will have access to all Virtual Education Sessions. There is also an option for attendees to purchase the Virtual Education Sessions Only!

A Feminist Approach to Conversion Therapy: Navigating the Ethics, Laws, and Risk for Harm to Affectional Minorities (Session #272)

Virtual

The practice of conversion therapy continues to shadow the counseling profession as a legal yet evidence-based discredited “treatment”. In this program, the presenters will provide an overview of the course and impact of conversion therapy on the counseling profession, including historical, legal, ethical, and cultural issues. They will offer a balanced review of the literature including perspectives that support and oppose conversion therapy as a clinical practice. The current state and federal laws, ethical standards, and evidence-based practices pertinent to counselors will be presented, as well as the potential for harm to clients and interventions for managing this presenting problem in a culturally responsive manner. This workshop will help counselors comprehend the contextual factors that inform the controversial role of conversion therapy in our profession and provide practical, theoretically sound strategies for working with and advocating for clients most affected by this issue.

Presented by: Matthew Tirrell, MS, LPC, ACS; Joanne Jodry, Ed.D., LPC, LCADC, ACS

The Intersection of LBGTQ+ Cultural Identities and Addiction Treatment: Considerations for Counselor Advocacy (Session #758)

Virtual

This interactive session will examine the intersection of LBGTQ+ racial/ethnic identities and the heteronormative traditions of addictions treatment, which may not be culturally responsive to minoritized LBGTQ+ communities. Leadership and advocacy for this population are essential for client welfare and to advance the counseling profession. Sociohistorical and psychosocial issues from the literature will be presented to discuss how addictions treatment can “help and hinder” the recovery of diverse LBGTQ+ individuals. Ethical issues, advocacy efforts, resources, and counseling implications will be presented.

Presented by: Matthew Tirrell, MS, LPC, ACS; Leslie Kooyman, Ph.D., LPC

Attendees who purchased virtual sessions will be provided a password to use at our website, in order to view the sessions: www.SAIGECounseling.org.

Please check your email you used to purchase tickets through Eventbrite!

All Virtual Sessions will be open until 11/30/22, with a deadline to complete your CE surveys by 12/30/22.

Mentor to the Rainbow (Session #686)

Location: Hickory Room

Many students find the environment of higher education to be impersonal, even in counselor education programs. One factor that contributes to this is the feelings of detachment from faculty and other students. LGBTQ+ identified students experience feelings of isolation and loneliness at rates more than twice of their non-LGBTQ+ peers. Developing a connection with a mentor who understands their experiences and represents the institution itself, can counteract feelings of isolation and loneliness. LGBTQ+ faculty and staff are placed in a unique position to serve as leaders, role models, and mentors for LGBTQ+ students. Not only does a mentor offer a safe place for students to seek refuge from day-to-day stress in higher education, but they also offer hope that there is a place in the professional world for counselors and educators who identify as members of the LGBTQ+ community. Factors that impact an individual's decision to serve as a mentor and role model are their own level of outness in the workplace, their own experiences being out in their graduate programs, and the support they receive from their administrators. This presentation will briefly discuss the benefits of mentorship for LGBTQ+ students as well as possible challenges the mentor and student may face. The presenter will share tidbits of her own journey to seek mentorship as a graduate student and then becoming a mentor as a counselor educator.

Presented by: Ami Crowley, Ed.D, NCC, ACS, CDBT, ICADC, MCAP, BC-TMH, LPC, LMHC

Redefining "Couple": Exploring Relationship Quality of LGPB Individuals in a Polyamorous Relationship (Session #619)

Location: Willow Room

Approximately 4%-5% of adults in the U.S. are a consensually non-monogamous (CNM) relationship, and about 20% of adults report previous experience in CNM relationships in their lifetime (Fairbrother et al., 2019; Hauptert et al., 2017; Levine et al., 2018; Rubin et al., 2014). Lesbian, gay, bisexual, pansexual (LGBP), and gender-expansive individuals are more likely to practice CNM compared to their heterosexual counterparts (Balzarini et al., 2019; Hauptert et al., 2017; Moor et al., 2014). Previous research suggests no differences between monogamous and non-monogamous relationships regarding relationship satisfaction, communication quality, and sexual satisfaction ((Bricker & Horne, 2007; Hoff et al., 2010; LaSala, 2004; Parsons et al., 2012; Whitton et al., 2015). However, LGPB individuals in CNM face stigmas and biases due to sexual orientation, socio-sexuality, and relationship status (Conley et al., 2013, Conley et al., 2013; Balzarini et al., 2018; Matsick et al., 2014. Moors et al., 2013).

Many previous studies on CNM and sexual orientation so far focus on exploring and/or examining the relationship quality among gay men in open relationships, leaving a gap in gaining a deeper understanding of the relationship quality among non-heterosexual individuals (e.g., lesbian, gay, bisexual, pansexual) in other types of CNM relationships (e.g., polyamorous relationship). Therefore, The presenters aim to address the research gaps by using interpretative phenomenological analysis (IPA; Smith et al., 2009) to explore the relationship quality of LGPB individuals who are currently in polyamorous relationships under the theoretical framework of minority stress theory (Brooks, 1981; Meyer, 2003). The presenters will present existing findings on the relationship quality of CNM individuals, rationale for the current study, and current research design for further exploration of the relationship quality of LGPBs in a polyamorous relationship. In addition, the presenter will address the questions arising from the audience at the end of the presentation.

Presented by: Jiale Man, LGPC(MD), NCC; Naomi Wheeler, LPC (VA), LMHC (FL), NCC

Talking Points: Leading Your School as an Advocate for LGBTQ+ Youth using Ethical Standards and the Law (Session #724)

Location: Pine Room

Most LGBTQ+ students in K-12 experience school as an unsafe environment. School counselors are charged by ASCA with becoming leaders in inclusion and diversity within their schools. However, many lack the education and/or skills specifically to advocate for LGBTQ+ students. In order to make substantive changes in the K-12 school environment, school counselors need real tools to use to combat these systemic issues in both their schools and communities. First, this presentation will address school climate, the needs and experiences of LGBTQ+ youth in schools, and the outcomes related to these experiences through an intersectional lens. This presentation aims to provide information about ethical standards from the ACA Code of Ethics (2014) and the ASCA Ethical Standards for School Counselors (2022) as well as current laws that support these efforts in order to help school counselors in their advocacy work. Additionally, through reviewing these ideas, we will develop talking points to address challenges and barriers in the schools. Additionally, we will provide additional advocacy strategies that can be used to begin to promote change in the K-12 system centering safety, belonging, and protection.

Presented by: Amney Harper, Ph.D.; Teysha Bowser, Ph.D., NCC 17

Self-Acceptance: It's not all on me (Session #459)

Location: Hickory Room

This session will focus on two social factors of LGBTQ+ individuals' self-acceptance, Safety and Connection (Toscano, in press) and the implications of how they interact with common psychological concerns such as depression, anxiety, and stress. Some suggestions on how counselors and counselors in training (CIT) can assess these factors in their work with clients will also be explored. Finally, we will briefly discuss advocacy around these factors.

Presented by: Marion Toscano, LPC (WI), LCPC (MD), NCC

Queering the Counselor Education Classroom (Session #555) Location: Willow Room

Counselor education (CE) programs are required to train counselors to work ethically and competently with diverse clients and students, including those who identify as LGBTGEQIAP+. CE programs are integral in fostering a strong understanding of LGBTGEQIAP+ issues and populations, as well as providing a warm, inclusive learning environment, where queer and trans identities are highlighted in course curriculum and classroom content and discussions include the voices of LGBTGEQIAP+ persons, especially those who are educators and/or students. This session will provide attendees with concrete strategies and frameworks with which to 'queer their classrooms' and create a safe learning environment for both LGBTGEQIAP+ counselor educators and students. From a systems-perspective, presenters will examine multi-faceted ways in which CE programs can better support affirming, inclusive, and equitable classrooms, and field experiences.

Presented by: Clark Ausloos, LPC, LPSC, NCC; Stacy Pinto, LPCC, NCC

Cultivating Community: Mentorship among LGBTGEQIAP+ Students and Faculty (Session #836)

Location: Pine Room

In spite of progress towards acceptance and inclusion, the LGBTGEQIAP+ community continues to face hostility, discriminatory practices, heterosexism and cissexism, and unwelcoming environments in higher education, particularly in rural areas. In this presentation, counselor educators and a student from a rural area share their experience of creating and participating in an affinity mentorship group for LGBTGEQIAP+ counseling students. In this group, counseling students participate in processing their experiences in higher education and in their clinical work with clients, and receive mentorship from faculty members who identify as LGBTGEQIAP+. A discussion of ethical issues, as well as advocacy efforts to create equitable educational environments will be presented. Attendees will be provided with actionable steps based on the presenter's experience in order to facilitate similar learning environments in their educational settings.

Presented by: Christine Oaks, MA, LPC-MHSP; Mickey White, PhD, NCC, LPC-MHSP (temp), BC-TMH; Zara Taylor, B.S.

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Moonlight-Using Narrative research to support longevity within Black Gay Male Romantic Relationships (Session #315) Location: Hickory Room

Counseling strategies for queer couples has often utilized a diversity of voices, yet continues to skew predominantly White. Research studies, though encouraged to integrate a diversity of voices, often does not center an oft-overlooked population of same-gender loving couples, Black gay men. This program explores the narrative experiences of Black SGL male couples and describes factors that contribute to their relationship resilience. Participants will receive the findings from a Narrative Inquiry study based with Quare theory, a Black Gay theoretical framework. These findings will inform counseling strategies that are culturally-inclusive and center the voices of SGL Black male couples and their desire for resilience and longevity within their relationships.

Presented by: Alfonso Ferguson, LMHC, LPC, ACS, NCC; Marlon Johnson, PhD, LPC (TX), LPC-MHSP (TN), NCC; Dae'Quawn Landrum, M.A., LPC, NCC, ACS; Breon Rose, M.A., LPC

The Impact of Mentoring and Leadership Development: Supporting LGBTGEQIAP+ Voices and Fostering New Leaders (Session #397) Location: Willow Room

Mentoring is a mutually beneficial relationship which draws together like-minded individuals who help one another to grow in important ways. In this presentation, two counselor educators will focus on what mentoring is and what it can look like, with examples provided of existing individual and programmatic structures. The presenters will share the power of mentoring from their own personal and joint experiences and the importance of pulling others up, especially from within the LGBTGEQIAP+ community. They will also offer opportunities for attendees to reflect on past and current mentoring experiences and what made those significant, as well as how to recognize personal strengths and growth edges discovered through the mentoring process.

Presented by: Suzy Wise, Ph.D., LPC (IL), NCC; Jane Rheineck, Ph.D., LPC(WI), NCC

Walking the Tightrope: Anti-LGBTQIA Youth Legislation & Ethical Counseling Implication for Practice (Session #155) Location: Pine Room

The number of youth identifying as queer and transgender has doubled in the last ten years (Jones, 2022). Generation Z (youth born between 1997 and 2012) reported feeling more comfortable to self-identify as LGBTQIA than older generations (Jones, 2022). Yet, despite this increase in LGBTQIA visibility, there is ongoing political and legislative pushback against this community. In February of 2022, the Texas governor ordered the investigation of gender-affirming care provided to trans youth as possible child abuse (State of Texas Governor, 2022). Then, in March 2022, Florida passed the Parental Rights in Education Act (2022) which bans classroom discussion on topics of sexuality and gender identity for youth. This legislation causes difficult ethical dilemmas for counselors as "mandatory reporters," providing gender-affirming care to trans youth, and while working in schools serving queer and trans students. Professional counseling competencies guide counselors to provide LGBTQIA+ youth affirming care (Burnes et al., 2010; Harper et al., 2013), maintain the confidentiality of clients (ACA, 2014), and use ethical decision-making models when faced with ethical dilemmas in serving LGBTQIA+ clients. In this presentation, we explore current counseling ethics and laws pertaining to counselors navigating this murky ethical landscape to support queer and trans youth. Through a review of guidance provided by ACA and other counseling organizations, review of ethical decision-making models, and current literature guiding counseling practice the presenters will engage in discussion about how best to provide affirming care to queer and trans youth while practicing ethically

Presented by: Nate Smith, Ph.D., LPC-S; RJ Davis, Ph.D., LPC

LUNCHEON: 12-2pm
Keynote Speaker:
Brave Space Alliance

BraveSpaceAlliance.org



**Mad, Crip, Queer: Disability Justice as a Framework for
Counseling & Advocacy (Session #240)****Location: Hickory Room**

Members of LGBTGEQIAP+ communities are more likely to have a disability than the general population yet there is very little research on how to support this population. What does exist centers caretakers, parents, and medical professionals, and not queer people with disabilities. This presentation centers the lived experiences of this population by using disability justice, crip theory, and mad studies. All of which were created for and by disabled people with a clear understanding of intersectionality. This presentation aims to educate counselors on how to appreciate the lived experiences of disabled LGBTGEQIAP+ individuals and use the principles of disability justice and in their work to empower their clients, students, and communities.

Presented by: Gene Dockery, MA, LPC, NCC**Experiences of LGBTQ+ students in Higher Education:
Implications for Pedagogy and Supportive Environments
(Session # 406)****Location: Willow Room**

This psychoeducational program will discuss relevant themes of students' experiences in higher education, specifically students who identify as LGBTQ+. These may include discrimination, lack of resources or access to resources such as safe spaces on campus or in the online campus community, fears, and stigmas. The presenters will also be providing information on the importance of having resources for students, like LGBTQ+ affirming counselors through counseling centers, groups like PRIDE+, and the vital role mentors play. Presenters will discuss how these resources influence the development of students' identities both professionally and personally. Lastly, we will examine what a supportive environment looks like and how supervisors and educators can foster these types of environments in their programs.

Presented by: Heather Deschaine, NCC, CSAC, Resident in Counseling (at time of proposal); Ami Crowley, Ed.D, NCC, ACS, CDBT, ICADC, MCAP, BC-TMH, LPC, LMHC**Experiences of Christian University Counselors: Using
Leadership to Develop Mentorship and Advocacy
(Session #671)****Location: Pine Room**

Approximately 71% of Americans identify with some form of Christianity (Pew Research Center, 2015a) and more than half (54%) report religion as very important (Pew Research Center, 2015b). Yet, historically, not all individuals have felt accepted within the Christian community, particularly individuals who identify LGBTGEQIAP+. These individuals may experience rejection by other Christians who hold a traditional or orthodox view of scripture due to exploring, affirming, or being open with their LGBTGEQIAP+ identity in the context of structural stigma (Hatzenbuehler, 2016). Despite this possible rejection, many LGBTGEQIAP+ individuals attend Christian colleges and universities (CCUs) every year due to their religious beliefs and values which hold importance to these individuals. Yet, CCUs may have behavioral codes that limit or completely prohibit these students from celebrating, affirming, or acknowledging their sexual or gender identity (Wolff & Himes, 2010). Being in non-affirming spaces can lead to increased rates of psychological distress and suicidality for LGBTGEQIAP+ students (Busby et al., 2020). As a result, students may seek out counseling services from the counseling center on campus. How do counselors navigate their position as both staff members tasked with upholding their institution's policies and professionals tasked with upholding their governing organization's ethical code? Based upon the results of a phenomenological study with counselors at CCUs who work with LGBTGEQIAP+ students, this presentation will provide the experiences of counselors at CCUs who work with LGBTGEQIAP+ students. Concerns of LGBTGEQIAP+ students at CCUs will also be shared. Additionally, this presentation will address specific actions counselors can take to implement affirming counseling practices, even in spaces with policies that make this work challenging. Attendees will leave the presentation with strategies to advocate for LGBTGEQIAP+ clients in various workspaces at the micro-, meso-, and macro-levels.

Presented by: Rob McKinney, Ph.D., NCC, LMHCA; Michelle Coria, M.S.

Help Clients Capture their Gender Euphoria: Therapist Knowledge Base for Gender Affirming Hormones (Session #501)

Location: Hickory Room

Counselors and educators who work with transgender clients should have a foundational understanding of gender affirming hormone options, kinds, and possible effects to best support exploration and possible medical transition of clients. In a world where trans rights are being politically debated for policy changes, counselors have an important position to create a type of trans utopia through our knowledge in sessions. Trans folks often arrive in our offices after doing extensive research, so part of our role is also to support realistic gender evolution expectations, with acknowledgement of individual genetics and medical realities. We need to have a clear understanding of our individual competence, to ensure we are referring specific questions to medical providers, or to other informed transgender care providers. When we can normalize experiences and celebrate gender affirming changes, we open doors to greater depths of care, and decrease likelihood of unintended microaggressions from gaps in our knowledge base.

Presented by: Evan Rosenthal

Racism & Whiteness in LGBTQ+ Communities: The Importance of Queer Counselors Being Anti-Racist Leaders in Queer Spaces (Invited Session #933) Special Invited Session from ACSSW

Location: Willow Room

As with the larger heterosexual society, White privilege is constructed and maintained within the lesbian, gay, bisexual, and queer (LGBTQ) communities (Logie & Rwigema, 2014). There are indications, that the more privileged who may not be subject to other marginalized identities in the queer community, such as cisgender, White, male identified people have chosen to step away from the movement, leaving the more marginalized groups in the LGBTQ+ community to continue to fight for basic human rights without the assistance of their more privileged peers (Conrad, 2014; Spade, 2015). This presentation will explore current literature around the issues of racism within the queer community and the ways in which whiteness has been centered within LGBTQ+ history to the exclusion of Black and Brown people who played a significant role in the movement (Conrad, 2012, 2014; Spade, 2015). We have a responsibility to our professional values counselors and counselor educators regardless of where we find ourselves and being anti-racist is integral to the counseling professional ethics and values. While having a queer identity entail experiencing oppression on some levels, being white ensures privilege in our society which cannot be denied. The experience of marginalization due to a queer identity is often mistakenly compared to the BIPOC experience giving a false impression of sameness that does not exist. When looking inside the LGBTQ+ community it is imperative to be mindful of the intersectionality of identities and how that comes into play. There are some specific things queer white people can do to utilize their white agency and challenge the racism within the LGBTQ+ community which will be reviewed in this presentation. Participants will be encouraged to examine the responsibility of queer counselors and counselor educators to provide leadership in the queer community around issues of racism and to mentor other white queer students and counselors to do the same.

Presented by: Frances McClain, Ph.D., LCPC; Lisa Salvadore, MSW, LCSW, LCPC, CADC
Association for Counseling Sexology & Sexual Wellness (ACSSW)

LOUD & QUEERLY

THE PODCAST

Join the Loud & Queerly Podcast Hosts!

We are looking for conference attendees to stop by to chat about the conference and/or their work with LGBTQEQIAP+ clients and students!

Join us in Room 4 - Linden I and II between 2-4 pm on Friday, October 21st.

Leading in Limbo: Exploring Experiences of Steering LGBTGEQIAP+ Advocacy Efforts Amidst a Hostile Sociopolitical Landscape (Roundtable #447)

Location: Aspen I & II

Considering the ongoing nationwide efforts to further marginalize and oppress LGBTGEQIAP+ folx, there is an urgent need for servant leaders to collectively hold an empowering space within which to connect and share their diverse experiences steering social justice advocacy efforts alongside and on behalf of the LGBTGEQIAP+ communities. Triumphs, tribulations, and lessons learned will be offered to foster innovative strategies and to restore disheartened spirits for advocacy work at all levels. As a result of systemic forms of oppression rooted in cis-/heteronormativity, queer and trans folx experience mental health and wellness concerns at staggering rates. Concerns which are only amplified by the antagonistic state of current sociopolitical affairs toward their fundamental human rights. These ongoing efforts and their adverse impact, as well as the diverse and challenging leadership experiences whilst steering social justice advocacy efforts for LGBTGEQIAP+ rights, will be explored.

Presented by: Chase Morgan-Swaney, M.A.Ed., LPCC, NCC; Gene Dockery, MA, LPC, NCC

Issues for LGBTQ+ Counseling Supervisors of Non-LGBTQ+ Supervisees (Roundtable #282)

Location: Aspen I & II

This roundtable discussion will provide an opportunity for attendees to discuss issues in counseling supervision related to LGBTQ+ supervisors of non-LGBTQ+ supervisees. After providing a brief summary of the research and counseling literature about supervision and LGBTQ+ issues, the presenter will encourage a discussion about issues that arise for supervisors, including but not limited to transference/countertransference, the interaction of power dynamics inherent in the supervisory relationship versus the non-LGBTQ+ privilege of supervisees, the intersectionality of multiple identities for supervisors and supervisees, supervisee microaggression's, and the relationship between minority stress and burnout. The presenter will share his own experiences as a LGBTQ+ counselor educator and supervisor and encourage participants to discuss their own experiences. Finally, the presenter will facilitate a discussion on strategies for avoiding burnout (including participating in roundtable discussions on the topic!).

Presented by: John Marszalek, LPC (MS), NCC, ACS

Queer School Counselor Educators: Obstacles & Opportunities (Roundtable #422)

Location: Aspen I & II

Queer school counselor educators are faced with unique challenges in the counselor education, higher education, and P-12 landscapes. As polarizing legislation (e.g., Alfonseca, 2022; Yurcaba, 2022) continues to be proposed and passed throughout U.S. courts, and on the heels of the reversal of Roe v. Wade (Dobbs et al. v Jackson Women's Health Organization et al., 2022), we find ourselves amidst a volatile political landscape related to human rights and the future of LGBTGEQIAP+ protections. This context presents queer school counselor educators with the task of navigating myriad obstacles and opportunities - all within the confines of our institutional responsibilities. As we consider issues like (a) the impacts of the political climate/legislation on students in P-12 educational system(s), (b) the responsibility to advocate on behalf of the LGBTGEQIAP+ community, (c) the role of educating school counselors in training (and sometimes fellow faculty members) about the shifting political landscape and how to leverage their education to meet the needs of their students, regardless of parameters imposed by relevant laws and/or policies, and (d) self-care, we must still tend to our teaching, scholarship, and service responsibilities in ways that account for the lavender ceiling (Badgett et al., 2021). This session will offer a platform to identify and discuss obstacles and opportunities associated with the issues facing queer school counselor educators, toward becoming better equipped to generate strategies for working smarter, not harder, to meet and exceed professional goals while serving our community.

Presented by: Stacy Pinto, PhD, NCC, LPCC; Clark Ausloos, PhD, LPC, LPSC, NCC

Pulling from a Dry Well to Drink: The Mistreatment and Discrimination of Members of LGBTQ+ Communities in Homeless Shelters (Session #872)

Location: Hickory Room

LGBTQ+ adults make up 20-40% of the adult homeless population and LGBTQ+ youth make up 40% of the homeless youth population. In both adult and youth populations, the rates of homelessness are highly disproportionate to their general populations. Homeless shelters are designed to connect individuals to resources to fulfill necessary human needs, such as housing, healthcare, and food as well as transportation, education, and employment. Although such havens are meant to provide safety and reprieve from the dangers of living on the streets, LGBTQ+ homeless youth reported experiencing mistreatment in homeless shelters from both residents and staff, and were more likely to be either physically or sexually assaulted by an average of seven more people compared to non-LGBTQ+ youth. Adult members of the LGBTQ+ community reported fearing discrimination from shelter workers and other residents, being denied access because of their gender identity or sexual orientation, and lack of safety if they are admitted based on their anatomical sex rather than their gender identity. As a result, many LGBTQ+ individuals preferred living on the streets rather than seeking assistance from homeless shelters. Due to the continued discriminatory practices and mistreatment of members of the LGBTQ+ community in homeless shelters, professional counselors are in a prime position to advocate for and implement more inclusive shelter practices. This presentation is designed to bring attention to the mistreatment of LGBTQ+ individuals in homeless shelters as well as professional counselors' roles as advocates and clinicians to address these discriminatory practices.

Presented by: Jordan Elliott, Ph.D, LPC, LCDC, NCC; Scott Peters, Ph.D., LPC-S

The "S" Word: Let's Talk About Sex Counseling with Gender-Expansive Individuals (Session #370)

Location: Willow Room

The common practice of sanitizing of LGBTGEQIAP2S+ identities for heterosexual consumption has resulted in widespread erasure of sex from discourse on sexual identities in counseling applications, including those aimed at serving the queer community. Supporting clients whose needs are focused on sexual wellness requires that counselor education programs prioritize training counselors to provide effective services to clients whose needs involve unpacking sexual thoughts, feelings, and behaviors. A long history of writing queer identities as well as sexuality and sexual wellness into the margins of counseling discourse has resulted in limited training provided to clinicians on how to engage with queer clients whose concerns are related to sexual thoughts, feelings, and behaviors. To address this, counselor educators need to a) ensure that materials used to train counselors normalize discussions of sexual thoughts, feelings, and behaviors in clinical settings, and b) provide opportunities for practical application of interventions directed at sexual wellness with a range of LGBTGEQIAP2S+ identities. Training provided to counselors around bringing sex out of the margins must incorporate a queer theory, sex-positive, kink-positive, ethical non-monogamy-informed, lens to decolonize the dominant hegemony that reinforces heteronormative and/or vanilla sex as the norm. Moving discourse on queer sex out of the margins (while at the same time intentionally refraining from reinforcing any form of exploitative gaze) and decentering heteronormative sex requires that counseling programs create space for infusing the necessary attitudes, self-awareness, knowledge, and skills required to effectively process sexual thoughts, feelings and behaviors with queer clients into counselor training. This presentation provides an opportunity for attendees to reflect on ways that we may have internalized colonized attitudes about sex which are rooted in shame and stigma. Liberatory practices invite us to challenge these internalized notions and embrace a reality where queer sex matters, where queer sex is visible and normalized, and where the resources to seek support in a journey toward sexual health are easily located within the counseling profession.

Presented by: Laurie Bonjo, Ph.D, NCC, PSC; Misty Ginicola, Ph.D., LPC; Christian Chan, Ph.D., NCC; Jason Gorski, M.S., LPC, School Psychologist (CT)



**Join the Graduate Student Meeting
Friday, 8/21/22, 5:30 pm
Meet in Katie's Corner**

Working with Clients Experiencing Loss of Autonomy and Existential Threats (Poster Session #159)

Location: Aspen I & II

In this program, participants will learn how recent changes in law may impact the mental health and quality of life of many individuals. The role of loss of autonomy and potential impact on mental health is examined as well as impact on those who experience existential threats. Skills and strategies will be shared and discussed on ways counselors can work with clients to enhance or regain a positive sense of self-efficacy and self-worth as well as renew a sense of safety and belonging. Presenters will discuss how counselors and clients can engage in advocacy to contribute to systemic change efforts and claim social space.

Presented by: RJ Davis, PhD, NCC, LPC, CSC

Ace Bandages: How Asexual People Find Resilience Through Community (Poster Session #228)

Location: Aspen I & II

Asexuality is an often misunderstood and overlooked aspect of the queer experience. With stigma coming from both outside and within the LGBT+ community, asexual people often struggle to find a place where they can be their authentic selves. Come learn about the various obstacles that asexual people face and how asexual people are using various means of connection to find their community, their voice, and demonstrate resilience in the face of mounting adversity!

Presented by: Mike Sauer, MA, LPC

QTPOC Mental Health (Poster Session #417)

Location: Aspen I & II

Queer and trans people of color (QTPOC) are an underserved, understudied group with documented greater mental health needs. Yet, factors impacting mental healthcare access are nuanced, intersectional, and cannot be extradited from one's multiple identities. This program of research seeks to examine factors of engagement and barriers to mental health care among QTPOC as guided by an intersectional theory of minority stress.

Presented by: Jessica MJ Lin, MA

Digital Art Therapy Interventions Supporting LGBTQIA Children and Adolescents (Poster Session #442)

Location: Aspen I & II

This session explores digital art therapy interventions addressing gender and sexuality, examples including photography, video games, and graphic apps, used to develop culturally inclusive and integrative mental health treatment for LGBTQIA AYA populations experiencing anxiety and depression. Art therapy literature strongly suggests that individuals benefit from art therapy treatment by attenuating negative feelings, improving coping, and fostering growth. This presentation will focus on how art therapy provides inclusive and affirming support through multicultural competence skills and online interventions. The purpose of this talk is to present the findings of implementing art therapy treatment with LGBTQIA, AYA populations experiencing psychosocial stressors related to gender and sexuality.

Presented by: Elia Khalaf, MA, LMHC, ATR

SAIGE Emerging Leaders Poster (Poster Session)

Location: Aspen I & II

Counselors have reported a lack of preparation to provide services to lesbian, gay, bisexual, transgender, and queer (LGBTQ+) clients (Troutman & Packer-Williams, 2014). The lack of preparation to provide competent care is attributable to the lack of training in counselor education programs. The code of ethics (e.g., American Counseling Association (ACA)) and standards (Council for Accreditation of Counseling and Related Education Programs (CACREP)) that counselor educators and counselor education programs adhere to are broad and do not provide specific guidelines for counselor educators to train counselors-in training to provide services to LGBTQ+ people effectively. Counselor educators must infuse LGBTQ+ topics in curricula to ensure students are competent in working with people within this community. The presenters will discuss three ways to infuse SAIGE competencies in the classroom by way of syllabi, course instruction, and course assignments.

Presented by: Kate Heaton, Sheldon Aaron, Annie Dwyer

Decolonizing Trauma Counseling with BIPOC LGBTGEQIAP+ Clients (Session #593)

Location: Hickory Room

It is widely recognized in counseling and counselor education that individuals whose identities intersect at multiple non-dominant statuses are frequently subject to marginalization. This has the potential to result in disenfranchisement, which can interfere with help-seeking and healing trajectories. Disenfranchised people are less likely to seek support by going to counseling and at the same time, individuals with multiple non-dominant statuses are frequently at the highest risk for being subject to multiple forms of trauma. This said, the theories and practices that are typically taught in counselor education programs for responding to trauma are theories and practices that have been created by White researchers and clinicians and normed on White sample populations. The result of this is that neo-indigenous practices for healing are written into the margins of counselor education. Marginalizing the voices of non-dominant identities and their indigenous healing practices means that counseling trainees are rarely, if ever, exposed to indigenous and neo-indigenous responses to trauma. Using a decolonization and liberation lens, coupled with queer theory, feminist theory, and critical race theory, the presenters offer counselor educators and counselors options for working with individuals and groups whose identities intersect with BIPOC and LGBTGEQIAP2S+ status on healing from trauma using neo-indigenous practices. To address the marginalization and disenfranchisement of diverse clients that is reinforced in counselor training materials and scholarly literature, counselor educators need to a) ensure that the materials used to train counselors include the voices of non-White scholars and clinicians, particularly pertaining to the treatment of individuals and groups with multiple intersecting minority statuses, b) provide opportunities for practical application of neo-indigenous strategies prior to field work, c) train clinicians to disrupt the paradigm that White healing is the right healing, and d) train clinicians to engage in the development of generating data that will support the application of neo-indigenous practices as evidence-based.

Presented by: Laurie Bonjo, Ph.D, NCC, PSC; Chrystal Long, LPC, LDAC, PSC

You're (Not) Just a Late Bloomer: Supporting the Asexual Community Through Counseling Practice, Research, and Advocacy (Session #398)

Location: Willow Room

Despite efforts in the Counseling profession to increase competence in counseling LGBTGEQIAP+ clients, little attention has been paid to working with asexual populations. Asexuality, often abbreviated to "Ace" when used as a descriptor, refers to a spectrum of identities marked by a lack of sexual attraction to any gender. These identities are distinct from other sexual/affectional identities, which tend to be allosexual in nature; that is, marked by the presence of sexual attraction. Like other emerging and nontraditional identities, asexuality is often not well-understood by the public, nor by counseling researchers and professionals. Though there is some evidence that Ace individuals experience greater mental health struggles in comparison to allosexual individuals the dearth of clinical knowledge, training, and research inhibits counselors' ability to provide effective care. Furthermore, the Ace community has traditionally been pathologized and invalidated in healthcare settings due to misconceptions and connotations of asexuality and sexual dysfunction. As professionals who value wellness, diversity, social justice, and multiculturalism, counselors are uniquely positioned to serve as leaders in the inclusion of the Ace community in practice, training, and research, as well as advocates for Ace clients at multiple levels. This presentation provides an overview of asexuality, asexual development, and mental health in the asexual community; identifies important gaps in practice, training, and research; discusses how established Counseling values, ethics, and competencies apply to working with Ace clients; and offers suggestions based on the latest version of the American Counseling Association's Advocacy Competencies (Toporek & Daniels, 2018) for ways in which counselors can advocate for the asexual community and partner with other non-clinical professionals engaging in this work.

Presented by: Justin Lockhart, MA, LPC-A, NCC; Katelyn Pitcher, MSNCC

Ethical and Competent Practice in LGBTQ+ Sexuality and Sexual Wellness (Session #875)

Location: Pine Room

This webinar will address the ethical competencies expected of professional counselors working with LGBTQ+ individuals, particularly in the area of sexuality and sexual wellness. This presentation will integrate applied ethics as it relates to counseling practice with LGBTQ+ individuals in a variety of clinical settings. The webinar will explore issues such as boundaries, establishing professional relationships within the LGBTQ+ and counseling settings, sexual trauma of LGBTQ+ individuals, value conflicts with clients, LGBTQ+ clients and social media and how to integrate the SAIGE LGBQQA competencies with the 2014 ACA Code of Ethics.

Presented by: Michael Kocet, Ph.D., LMHC, NCC, ACS; Katrina Ramirez, MA; Luke Romesberg, MA

Hi Gay!: Strategies for Moving Beyond LGBT Implicit Bias (Session #891)

Location: Hickory Room

Although the counseling profession takes an affirmative stance on LGBT-related issues, counselors-in-training relay feeling unprepared to efficiently provide this specific level of care. This presentation will provide an overview of results from a recent content analysis exploring stereotypes and implicit biases students have either heard or hold regarding LGBT individuals. Additionally, the presenter will suggest practical applications for current and future counselor educators and clinicians.

Presented by: Ross Spears, MS, LPC-A

Searching for Safety: Young LGBTQ+ people who are court involved (Session #649)

Location: Willow Room

The rights of LGBTQ+ in the foster care and juvenile justice system in the U.S. reflects the hindered legal policies in the nation. The lack of safety and support for this population leads to complex trauma, adverse childhood experiences and lack of self-acceptance (Salazar, et al., 2021). Many foster families are not knowledgeable or affirming of the LGBTQ+ youth. They are more likely to stay in care longer or suffer ongoing insecurity. The system that services this group of young people should be trained along with the foster families who care for them daily (Mountz, 2011). The opposite end of the spectrum as well some lesbians and bisexual women can be fetishized where they have more trauma from juvenile justice system (Graziano, 2011).

The presentation will utilize a 50-minute education presentation to show recent research to participants as well as engage in discussion on the topic. The information of how LGBTQ+ youth can search for safety while in the foster care system or juvenile justice and other supports to cope with trauma while court involved. Mental health professionals can treat this group of marginalized minors with creative counseling.

Presented by: Jamie Raddatz, MA

Crossroads: How intersectional identities influence treatment and supervision (Session #974)

Location: Pine Room

The rights of LGBTQ+ in the foster care and juvenile justice system in the U.S. reflects the hindered legal policies in the nation. The lack of safety and support for this population leads to complex trauma, adverse childhood experiences and lack of self-acceptance (Salazar, et al., 2021). Many foster families are not knowledgeable or affirming of the LGBTQ+ youth. They are more likely to stay in care longer or suffer ongoing insecurity. The system that services this group of young people should be trained along with the foster families who care for them daily (Mountz, 2011). The opposite end of the spectrum as well some lesbians and bisexual women can be fetishized where they have more trauma from juvenile justice system (Graziano, 2011).

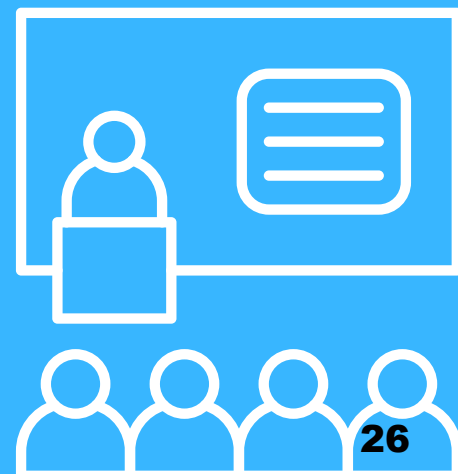
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Presented by: Jamie Raddatz, MA

EXHIBITOR AREA

Garden Terrace and Elm

Exhibitors tables include ISAIGE, Mount Mary University, Brave Space Alliance, Affinity, and Arcus Behavioral Health. Please stop by and visit our exhibitors to learn more about their work.



**Photography & Counseling: How They Can Be Applied to
LGBTGEQIAP+ Communities (Poster Session #524)****Location: Aspen I & II**

Present four photographic applications which may be used in conjunction with counseling members of the LGBTGEQIAP+ community as they seek help with anxiety and depression.

Presented by: James Thomas Jr., MA, LPC, NCC; Christie Jenkins, Ph.D., LPCC-S, NCC**The Moderating Effects of Racial/Ethnic Collective Self-
Esteem on Binegativity with Bisexual+ Women of Color
(Poster Session #714)****Location: Aspen I & II**

Previous studies that have focused specifically on bisexual+ individuals (Ghabrial, 2019; Ghabrial & Ross, 2018; Lim & Hewitt, 2018; Logie & Rwigema, 2014; Paul, 2021) have found that bi+ women of color may experience internal and external tensions between their sexual identity and their racial/ethnic identity that their White lesbian and gay counterparts do not experience. However, despite knowing that bisexual women from marginalized racial/ethnic backgrounds are at high risk of anxiety, depression, eating disorder symptoms, and other mental health-related issues due to societal stressors, there is still much to understand about the intersection of these marginalized identities, the ways it influences the mental well-being for this group, and potential protective factors. This poster presentation will discuss the findings of a study that surveyed a sample of 209 bisexual and other plurisexual (bisexual, pansexual, queer, fluid, etc.) women and femme presenting individuals with marginalized racial/ethnic identities to understand how the relationship between bisexual microaggressions and racial/ethnic collective self-esteem, an individual's positive view of their self based on the value they place on the social group they belong to (Luhtanen & Crocker, 1992), predicts social appearance anxiety. By understanding the intersection between sexual identity and racial/ethnic identity, counselors, researchers, and other mental health professionals will better understand potential factors of affirming care to this population.

Presented by: Zori Paul, Ph.D., LPC (MO), NCC**Exploring Meaning of Being Queer and Religious among
College Students (Poster Session #825)****Location: Aspen I & II**

The heritage of the classification of homosexuality as a mental disorder lasted after its removal from the second edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM; American Psychiatric Association, 1973). Meyer (2003) contended that social and cultural influences might contribute to the high prevalence of mental health disorders among LGB individuals (e.g., depression, anxiety, suicidality). Conflict between two identities: religion and sexual orientation, that may impact the daily life of sexual minority individuals (Valentine & Waite, 2012; Vanderbeck et al., 2008; Yip, 2005). Many lesbian, gay, bisexual, transgender, and queer (LGBTQ) individuals experience rejection and leave their religious institutions, which may have supported them (Couch et al., 2008). Shearer et al. (2018) found that youths with same-sex attraction and high religiosity are more likely to attempt suicide. Meanwhile, evidence also shows that positive religious coping, such as connecting with God, was related to beneficial outcomes (Lauricella et al., 2017; Rodriguez & Vaughan, 2013). However, all the existing findings are derived from quantitative research studies and focus on either children or adults. College students are emerging adults at a specific developmental stage, characterized by exploring identity, and establishing worldview, beliefs, and values. Stevens' study (2004) focused on comprehensive individual and environmental factors, which limits a deeper understanding of the negotiation between one's religion and sexual orientation. Therefore, the presenters aim to add more knowledge to this under-discussed topic by exploring lived experiences of nonheterosexual college students (e.g., lesbian, gay, bisexual, pansexual) who are religious under the framework of minority stress model (Meyer, 2003). The presenters will present existing findings on nonheterosexual individuals with religious beliefs, current research design for further exploring nonheterosexual religious students developing religious and sexual identities. In addition, the presenter will address the questions arising from the audience at the end of the presentation.

**Presented by: Jiale Man, LGPC(MD), NCC; Amber Livingston, LPC-R;
Naomi Wheeler, LPC (VA), LMHC (FL), NCC****Children of Transitioning Parents: Implications for Counseling
(Poster Session #940)****Location: Aspen I & II**

This poster session introduces the struggles faced by children of parents who are transitioning. Children of transitioning parents often feel isolated and unable to speak about what is going on at home due to fear of repercussions. This is especially true in today's political climate. Topics examined include the lack of literature available, the need for updated educational programming, and implications for the counseling profession at large.

Presented by: Jessica Snyder, MA; Amy Isaac, MS, LPC, NCC **27**

Integrating Ethical Leadership in LGBTQ+ Counseling Organizations (Session #192)

Location: Hickory Room

Counseling codes of ethics address conduct between counselor-client, supervisor-supervisee, faculty-student, and researcher-participant, but few ethical standards address conduct of leaders in counseling organizations. This presentation will outline key ethical issues impacting leaders, such as ethical health of LGBTQ+ organizations, strategies for ethical leadership (Johnson, 2022), and ethical bracketing (Kocet & Herlihy, 2014) and how to mentor emerging LGBTQ+ leaders. Standards related to ethical leadership will be proposed.

Presented by: Michael Kocet, Ph.D., LMHC, NCC, ACS

Rural Communities: Supporting LGBTGEQIAP+ College Students (Session #723)

Location: Willow Room

An estimated 2.9-3.8 million LGBTGEQIAP+ people live in rural America (MAP, 2022) and roughly 17% of college students identify as LGBTGEQIAP+ (AAU, 2018). Yet, there is little known about the intersection of LGBTQIA+ college students in rural communities. Presenters will review current trends of LGBTGEQIAP+ college students, identify considerations for LGBTGEQIAP+ college students in rural communities, and explore therapeutic strategies for working with LGBTGEQIAP+ college students in rural communities.

Presented by: Jessica Danielson, Ph.D., LPCC-S, NCC; Holly DeVries, M.Ed., LPC

Relational and Liberation-Focused Therapy with Currently Incarcerated Gender Expansive Clients (Session #423)

Location: Pine Room

This experiential and interactive presentation will explore the ways in which liberation and relational-centered frameworks and strategies are utilized working with currently incarcerated gender expansive clients. This program will discuss the impact of sociopolitical structures and the prison industrial complex, stigma, power, and ways in which counselors can create belonging with and empower clients. This includes ways to create mentorship and leadership initiatives, counselor advocacy, de-centering punitive measures and centering liberation, and the dissemination of resources clients and counselors can utilize.

Presented by: Lucas DeMonte, M.Ed., Ed.S., LPC, NCC

LUNCHEON: 12-2pm
Keynote Speaker:

Affinity Community Services



Founded by a radical volunteer collective of Black lesbian and bisexual women, Affinity Community Services is a social-justice organization in service to the Black LGBTQ community in Chicago for over 27 years. Our work strives to amplify, protect, and celebrate the voices of Black women and people whose identities expand beyond the gender binary. Our programs are peer-led and offered on the southside of Chicago. Our activities focus on health and wellness, advocacy, civic engagement, and social connection

**Mentorship in Rural Communities: Supporting Practitioners
Working With LGBTGEQIAP+ Clients
(Session #111)**

Location: Hickory Room

Mental health counselors often work with a diverse range of clients and are often called upon to expand our competence to serve the needs of our ever-growing client population. This is particularly true for professional counselors in rural communities who may be the only service provider available. Mentorship plays a critical role in professional identity development and in building competence working with new populations. Mentorship also plays an important part in supporting professional counselors who belong to marginalized populations. Systematic oppression and stigma faced by individuals in the LGBTGEQIAP+ community is often compounded for those who live in rural areas. It is crucial that practitioners who work with LGBTGEQIAP+ clients understand the intersection of rural identity, and that practitioners who live and work in rural areas have competence to work with diverse client populations. Mutual mentorship between practitioners who work within these intersections can help build stronger support and competent care for rural LGBTGEQIAP+ clients. This presentation is aimed toward addressing the unique needs of rural LGBTGEQIAP+ clients and ways that practitioners can utilize mentorship practices to better serve clients in need of care.

Presented by: Valeo Khan-Snyder, MS, tIMHC

**Blending Mental Health Counseling Interventions with Voice
Modification for Transgender and Gender Expansive Clients
(Invited Session #594)**

Location: Willow Room

This educational session will detail the strategies inherent in an interdisciplinary counseling for transgender and gender expansive clients. The session will focus on the intersection of Speech-Language Pathology and Clinical Mental Health Counseling and how the two disciplines can facilitate best clinical practices. A counselor educator will describe use of Motivational Interviewing and trauma informed practice. A speech language pathologist will discuss the implications of empowerment of clients through vocal training that assists clients in reducing or eliminating gender dysphoria

**Presented by: Thomas Murphy, Ph.D., LPC, LMHC, ACS, NCC, CCMHC, EMDR-Cert;
John Pickering, Ph.D., SLP**

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Open Hearts and Open Arms: Religious Trauma and Trans-Affirmative Care with Transgender and Gender Non-Conforming Clients (Session #989)

Location: Hickory Room

In this session, participants will have the opportunity to learn about the prevalence of religious trauma among individuals who identify as transgender and gender non-conforming (TGNC). Participants will explore counseling with transgender and gender non-conforming (TGNC) clients from the lens of navigating religious trauma. Additionally, discussion will include barriers to effective care with clients who identify as TGNC, experiences of TGNC clients in individual and group counseling settings, the prevalence of mental health and substance use disorders with clients who identify as TGNC, and best practices for creating a welcoming and affirming space for clients who identify as TGNC in counseling.

Presented by: Tom Hegblom, PhD, LPC, LADC, & Brian Mason, M.Div.

A Call for Continued Leadership and Advocacy for LGBTQ+ Youth: Influence of Allyship within Schools and Other Implications (Session #431)

Location: Willow Room

Counseling leaders and advocates must continue to work towards meeting the needs of LGBTQ+ youth. This population requires further advocacy and support from counselors and counseling leaders in the field. Much of the current literature focuses on counseling leadership and advocacy within the school system for LGBTQ+ youth. There continue to be gaps in the literature regarding leadership and advocacy measures outside this context. Numerous other contexts should continue to be identified, evaluated, and discussed for social justice leaders and counselors to support LGBTQ+ youth better (ex: community centers, the foster care system, mental health counseling clinics). This program will discuss how to support LGBTQ+ youth within the school climate and make recommendations on implementing these strategies outside of schools. Multicultural and social justice concepts and principles must be implemented with this population while addressing the impact of intersecting identities of LGBTQ+ youth. Some specific advocacy steps discuss how to implement leadership and advocacy for this community inside schools. Current themes relating to broader advocacy within the LGBTQ+ community are discussed, and future research implications are identified for working with LGBTQ+ youth. Limitations in the literature and recommendations are named, and recommendations are discussed. The literature review outlines how future research can improve the literature around counseling leadership and advocacy for LGBTQ+ youth inside and outside school settings.

Presented by: Brook Fulton-Delong, MS, LCPC, NCC

Community Acceptance and Respect for Expression of Self (CARES): A School-based, LGBTQ+ Adolescent Support Group (Session #203)

Location: Pine Room

Learning how to comfortably express one's identities can cause stress and anxiety, but those whose sexual and/or gender identities deviate from the norm have additional challenges. With many obstacles to both self and social acceptance, LGBTQ+ adolescents facing these challenges could benefit from additional support. The Community Acceptance and Respect for Expression of Self (CARES) program will provide an encouraging and confidential after-school support group in which LGBTQ+ students can freely and safely discuss gender and sexual identity, interpersonal relationships, and mental health. Students will learn coping techniques to improve stress management and strengthen their social support systems by enhancing healthy relationship and communication skills. Participants will try to help each other better understand and accept their identities and learn to develop healthy relationships by trusting and learning from each other. The supportive environment in which participants are encouraged to express and embrace their identities should promote positivity and hope that can extend to their outside communities. The program will address gaps in LGBTQ+ student support in high schools and what LGBTQ+ adolescents want to see in a school-based support group. The presenters will outline a suggested curriculum based on a current needs assessment and other data regarding LGBTQ+ youth that attendees can bring to their schools/workplaces. The presenters will also offer suggestions for implementation in various school environments, including the screening process, facilitation, and follow-up with students.

Presented by: Casey Watkins, BA, & Devyn Savitsky, MS

What about us? When the Counselors and Counselors-in-Training Are The Recipients of Microaggressions (Roundtable #737)

Location: Aspen I & II

The point of this roundtable is to provide a space for Queer counselors and counselors in training and allies to discuss working in systems and with clients who make microaggressions against the counselor as well as the support, or lack thereof, from colleagues, supervisors, etc., in handling such situations. Additionally, to have participants share strategies for navigating these situations.

Presented by: Marion Toscano, LPC (WI), LCPC (MD), NCC, & Tammy Scheidegger, Ph.D., LPC, NCC

Empowering clients through prevention: Understanding U = U, PrEP, and PEP (Roundtable #806)

Location: Aspen I & II

The session content illustrates connections between mental health, physical health, and sexual health. The role of counselors in prevention efforts is examined along with information to empower clients, supporting autonomy, and enhancing mental health and wellbeing. Current information on HIV prevention and intervention will be shared including a review of safe sex practices, CDC guidelines, PrEP, PEP, and dilemmas clients face in the U = U conversation. Handouts will be provided to participants with information and resources.

Presented by: RJ Davis, Ph.D., NCC, LPC, CSC; Nathaniel Smith, Ph.D., LPC-S

Working With LGBTGEQIAP+ Clients Within a Strengths-Based Therapy Approach (Roundtable #200)

Location: Aspen I & II

The need and popular demand for BIPOC-derived psychological and counseling theories in counselor training has been necessarily increasing over the past several decades due to the typical imbalance of traditional, homogenous, and white client-centric theories taught in standard coursework. BIPOC and QTPOC-driven theories would better reflect the field of contemporary counseling and the growing diversity of clients and practitioners because they update our collective knowledge, broaden our perspectives, and enhance our developing cultural competency. One such example is Strengths-Based Therapy by Elsie Jones-Smith (2006, 2019). We will explore this theory in detail and apply this approach to practice with the LGBTGEQIAP+ population.

Presented by: Suzy Wise, Ph.D., LPC (IL), NCC; Katia Tapia Romero, B.A.



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