

LSU Health Child & Family Counseling Clinic's Spring 2025 Seminar Series

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Our Speakers

- Rose Angelocci
- Rashunda Miller Reed
- Adrienne Frischhertz
- Brian Canfield
- Erin Dugan
- Holly Walters

About the Speakers

Holly Walters holds a Ph.D. in Counselor Education from Oregon State University. She is a Licensed Professional Counselor Supervisor (LPC-S). Currently, she is an Assistant Professor at LSUHSC in New Orleans. She is an alumna of the program graduating with a Master of Health Sciences in Rehabilitation Counseling. She earned her Bachelor of Science in Psychology from the University of New Orleans. Dr. Walters has worked in outpatient mental health settings with the state for over 10 years as a clinician and a program director. Her research interest includes suicide prevention, risk reduction, and the use of popular culture in therapy. She co-runs a blog that integrates pop culture into learning healthy coping skills, therapypopculture.com.

Adrienne Frischhertz, Ph.D. is a Licensed Professional Counselor Supervisor and Registered Play Therapist-Supervisor. Dr. Frischhertz is Assistant Professor in the Department of Counseling in the School of Allied Health Professions at LSU Health New Orleans. She has published and presented about counseling and play therapy and appears regularly on WWL's Great Day Louisiana to discuss parenting strategies. She is a graduate of both the Louisiana Counseling Association and Association for Play Therapy Leadership Academies. Previously, she served as president for both the Louisiana Association for Play Therapy and Louisiana Association for Counselor Education and Supervision boards, as well as board member of the Association for Child and Adolescent Counseling (Louisiana chapter). She serves on the editorial board of the Louisiana Counseling Association Journal. Clinically, she focuses on providing services to children ages 3-12 and their caregivers, as well as supervision to those seeking licensure as a professional counselor (LPC) and certification as a Registered Play Therapist.

Rose Angelocci, Ph.D. is a Community Work Incentives Coordinator (CWIC) with the Louisiana Benefits Planning Services and serves as one of the coordinators for the Louisiana Deafblind Project for Children and Youth. She holds a doctorate in counselor education with a minor in qualitative research methods and a Master in Health Sciences in Rehabilitation Counseling. Dr. Angelocci is a Certified Rehabilitation Counselor, a Licensed Rehabilitation Counselor/Supervisor, a Licensed Marriage and Family Therapist, a Licensed Professional Counselor/Supervisor, a National Certified Counselor, a Board-Certified Tele Mental Health provider, a Certified Vision Rehabilitation Therapist, a Certified Deafblind Intervener, and a certified Community Work Incentives Coordinator. She holds over 30 years of experience in working with individuals with disabilities.

Rashunda Miller Reed, Ph.D. possesses over 14 years of clinical experience working with clients. She holds credentials as a Licensed Professional Counselor (LPC) and Marriage & Family Therapist (LMFT) in Louisiana. She is also a board approved supervisor for Provisionally Licensed Professional Counselors (PLPC's) in Louisiana. She is currently under mentorship for providing board approved supervision for Provisionally Licensed Marriage & Family Therapists (PLMFT's). She is trained in Internal Family Systems (IFS) for couples and individuals and certified in Discernment Counseling.

Brian S. Canfield, Ed.D. is Professor and Head of the Department of Counseling in the School of Allied Health Professions at Louisiana State University Health Science Center in New Orleans. He is a Licensed Professional Counselor - Supervisor (Louisiana), a Licensed Marriage and Family Therapist - Supervisor (Louisiana); and a Licensed Psychologist (Arkansas). Dr. Canfield is a Fellow and served as the 56th President of the American Counseling Association (ACA). He is a past president of the International Association of Marriage and Family Counselors (IAMFC), and a founding board member of the International Association of Psychology and Counseling (IAPC). Dr. Canfield has over four decades of clinical experience working with a wide range of mental health, life-adjustment, and relationship concerns. He has presented training workshops on clinical practice issues throughout the USA and internationally.

Erin Dugan is the Dean of the LSUHSC School of Allied Health Professions, a Professor of Counseling, and the Clinical Director of the LSUHSC Child & Family Counseling Clinic. In 2006, Dr. Dugan established the LSUHSC Child and Family Counseling Clinic, where she remains its Clinical Director. The clinic provides mental health services to children and families in the greater New Orleans area and offers internships to students and graduates seeking mentorship, supervision, and training. Dr. Dugan is also a recognized leader at the national and state levels. A National Certified Counselor, Licensed Professional Counselor Supervisor, and Registered Play Therapist Supervisor, she was named Chair of Board of

Directors for the national Association for Play Therapy in 2020. Dr. Dugan was elected President of the Louisiana Association for Play Therapy in 2011 as well as the Louisiana Association for Counselor Educators and Supervisors in 2010.

Seminar Information:

February 6-7, 2025, 9am-4pm and March 19-21, 2025 9am-4pm: Introduction to Play Therapy Seminar Series (Hybrid)

Presented by: Dr. Erin Dugan and Dr. Adrienne Frischhertz

This seminar series is intended as an Introduction to play therapy in counseling when working with children. Registrants will be presented with the history of play therapy, its varying models, principles, goals & objectives, as well as rationale for play therapy, and basic practice skills. The major theories of play therapy and the utilization of play to facilitate the child's self-exploration, self-expression, self-understanding, and personal growth will be explored. This seminar series through (experiential, hybrid, lecture, etc.) methods will provide foundational knowledge and basic skill competencies to facilitate play therapy as a therapeutic intervention for children and families. This seminar series provides registrants with the philosophical basis for play therapy, including a review of the history of play therapy, how to develop a relationship with a child through developmentally appropriate play-based skills, an introduction to one or two theories of play therapy (child-centered, cognitive behavioral, Adlerian, Ecosystemic, etc.), an introduction to various theoretical applications, and play therapy best practices. Registrants will demonstrate play therapy micro-skills as well as demonstrate an understanding of the purpose and goals of play therapy, therapeutic stages and themes, ethical issues, social and cultural diversity implications, basic developmental and neurological implications, and the ability to communicate the treatment process to various stakeholders including parents/caregivers and teachers.

Learning objectives:

1. Compare and contrast play therapy pioneers, theorists, and organizations that shaped the history of the profession of play therapy through a historical and multicultural/social justice lens. (APT Primary Area 1)
2. Differentiate between normal and abnormal development in children and determine when play therapy may be a beneficial intervention. (APT Primary Area 2).

3. Identify developmentally and theoretically appropriate play therapy toys and materials from diverse representation for the purposes of both assessment and treatment. (APT Primary Area 3)
4. Conceptualize a child's presenting mental health issue(s) and psychosocial problem(s) through a developmental and theoretical play therapy framework. (APT Primary Area 2)
5. Demonstrate an understanding of the role of the play therapist and play therapy in the context of the child's comprehensive ecological and systemic world, which includes considerations for family, school, community, social groups, diversity factors, strengths and risk factors, and mental health/psychiatric factors. (APT Primary Area 2).
6. Identify and differentiate the stages within the play therapy process from intake to termination, including a child's progress in the play therapy process, and be able to articulate these stages effectively to key stakeholders (such as parents/caregivers and teachers). (APT Primary Area 5)
7. Examine, discuss, and demonstrate key elements in a play therapy relationship. (APT Primary Area 2)
8. Demonstrate basic play therapy skills (with non-clinical volunteers) including (but not limited to) structuring, tracking, reflection of content and process, returning responsibility, facilitating self-advocacy, and limit setting. (APT Primary Area 3)
9. Evaluate personal and professional relational style and the impact of relational style on the unfolding relationship with the child. This will include issues of transference and counter-transference (APT Primary Area 2).
10. Compare and contrast the legal and ethical issues that are unique to play therapy and those shared with other modalities, i.e., documentation, competence, informed consent, confidentiality, boundaries, and duty to warn and protect, use of touch. (APT Primary Area 4)
11. Identify and recognize the evolving body of current or up-to-date qualitative and quantitative play therapy research and demonstrate a clear understanding about play therapy effectiveness as an evidence-based treatment for children. (APT Primary Area 4)
12. Develop knowledge, attitudes, and skills for practicing play therapy in a diverse society, including examining biases, community needs, and play therapy environment. (APT Primary Area 5)
13. Identify the training and supervision guidelines and play therapy best practices outlined by the Association for Play Therapy. (APT Primary Area 4)

14. Compare and contrast seminal or historically significant theoretical models of play therapy and the formats in which they are most commonly offered (individual, group, family, etc.). (APT Primary Area 2)
15. Demonstrate an understanding of the importance of parent/caregiver involvement in play therapy and identify the essential key elements in parent/caregiver consultation.
16. Demonstrate an understanding of the similarities and differences on how play therapy is implemented or modified and how its outcomes are measured in diverse populations.
 - a. Describe the influence of culture and diversity in play therapy
 - b. Demonstrate an understanding of the role of the play therapist and play therapy in the context of a child's broader clinical (medical/psychiatric treatment) and non-clinical systems (family, school, community).
17. Demonstrate an understanding of the role of racial trauma history and systemic inequities (economic, education, and healthcare) and long-standing oppression on children's well-being (social, emotional, and behavioral status).
18. Demonstrate the ability to facilitate a parent/caregiver intake and parent/caregiver consultation.

February 14, 2025, 10am-12pm: Overcoming Resistance: Best Practices for Counseling Mandated Client (Hybrid)

Presented by Dr. Holly Walters

The seminar will focus on strategies and best practices for effectively counseling mandated clients, exploring the unique challenges and resistance that often arise in these situations. Participants will learn techniques to build rapport, foster engagement, and motivate clients to participate actively in their own growth. Through interactive discussions and real-world examples, attendees will gain practical tools to enhance their counseling skills and improve outcomes for mandated individuals.

Learning objectives:

1. Understand the Unique Challenges of Mandated Clients: Explore the specific dynamics and barriers that arise when working with clients who are required to attend counseling, such as resistance, lack of intrinsic motivation, and distrust.
2. Enhance Client Engagement and Collaboration: Learn techniques to build rapport and trust with mandated clients, fostering a collaborative therapeutic relationship that increases engagement and compliance.

3. Implement Motivational Strategies to Address Resistance: Equip counselors with motivational interviewing and other evidence-based strategies to reduce client resistance, address ambivalence, and encourage internal motivation for change.
4. Tailor Interventions to Meet Legal and Therapeutic Goals: Develop skills to balance the dual focus of meeting legal requirements while addressing the client's personal goals, supporting both compliance and meaningful progress in counseling.

February 21, 2025, 10am-12pm: Enhancing Client Engagement: Motivational Interviewing Techniques (Hybrid)

Presented by Dr. Holly Walters

This presentation, "Enhancing Client Engagement: Advanced Motivational Interviewing Techniques," will equip counselors with the skills to effectively utilize Motivational Interviewing (MI) in their practice. Participants will gain a thorough understanding of MI principles, including collaboration and evocation, and how to apply them in conjunction with the Stages of Change Model. The presentation will explore each stage of change—precontemplation, contemplation, preparation, action, and maintenance—providing tailored interventions for each. Through case studies and interactive exercises, counselors will strengthen their ability to engage clients, reduce ambivalence, and foster self-efficacy, ensuring a client-centered approach to behavior change.

Learning objectives:

1. Define Motivational Interviewing (MI): Provide a clear understanding of MI, its principles, and its application in counseling practice, and highlight the core components: collaboration, evocation, autonomy, and compassion.
2. Explore the Stages of Change Model: Review each stage of change: precontemplation, contemplation, preparation, action, and maintenance, and discuss how clients move through the stages and how to assess where a client is within the model.
3. Connect MI with the Stages of Change: Demonstrate how MI techniques align with each stage of change, and explore strategies for eliciting client motivation, reducing ambivalence, and facilitating progress through the stages.
4. Choosing Appropriate Interventions for Different Stages: Provide practical guidance on tailoring interventions based on a client's readiness for change.

March 4, 2025, 9-10:30am: Ethical Challenges for (P)LPCs and (P)LMFTs in School Settings (Virtual)

Presented by Dr. Rashunda Miller Reed

Are you aware of challenges of (P)LPCs and (P)LMFTs working in school settings? Join this candid discussion for counseling in school settings when codes, practices, and procedures might not seem to align.

Learning objectives:

1. Discuss attendees' experiences with counseling in school settings
2. Discuss distinctions of Professional School Counselors versus (P)LPCs and (P)LMFTs in school settings
3. Discuss codes, case studies, and professional organization to help navigate challenges

March 11, 2025, 9-11am: Integrating IFS in Supervision (In-Person)

Presented by Dr. Rashunda Miller Reed

Do you know supervisees who seem to get distracted and overwhelmed in sessions. Supervisors, to some degree have the responsibility to help supervisee with self-of-therapist concerns. This presentation introduces Internal Family Systems (IFS) as a framework for addressing parts so supervisees can stay present. Join us for an educational and experiential seminar.

Learning objectives:

1. Discuss supervisory roles in supervision
2. Discuss IFS framework
3. Participate in IFS experience
4. Discuss IFS experience and application to supervision

March 14, 2025, 9am-12:15pm: Intimate Partner Violence: Ethical Considerations and Intervention Strategies for Helping Couples (Virtual)

Presented by Dr. Brian Canfield

This 3-hour workshop will provide an overview of legal and ethical issues for addressing violent behavior in a dyadic relationship. The seminar will present a data-supported intervention model for working with couples to build a "violence free" relationship.

Learning objectives:

1. To familiarize participants with a model and intervention process for addressing dyadic relationship intimate partner violence.
2. Review of research regarding intimate partner violence and its impact upon society.
3. Provide an ethical framework to help counselors and other mental health professionals in ameliorating violent behaviors.

April 4, 2025, 10am-12pm: Supporting Workers with Mental Health Concerns in Navigating Government Benefits (Hybrid)

Presented by Dr. Holly Walters and Dr. Rose Angelocci

Fear of losing government benefits is one of the barriers for individuals with disabilities in returning to work. Clients and counselors may not have the necessary information about the impact of earnings on benefits in order to make appropriate decisions regarding going back to work. Presenters will discuss the types of Social Security benefits along with work incentives and safety nets available to beneficiaries who would like to explore employment in addition to other government benefits. Presenters will also share how counselors can refer clients for benefits counseling.

Learning objectives:

1. Participants will learn about the different types of Social Security disability benefits and how earnings affect each benefit type.
2. Participants will learn about the use of work incentives that can lessen the impact of earnings on benefits.
3. Participants will learn how to refer clients for benefits counseling.

April 11, 2025, 9am-12:15pm: Teletherapy Credentialing (Hybrid)

Presented by Dr. Erin Dugan and Dr. Holly Walters

This workshop will present, review, and discuss the implementation and use of teletherapy when providing mental health services for patients.

Learning objectives:

1. Registrants will discuss and review the appropriateness of teletherapy.
2. Registrants will discuss teletherapy theory and practice.
3. Registrants will discuss theory integration and the use of teletherapy.
4. Registrants will review teletherapy modes of delivery.
5. Registrants will review risk management in the use of teletherapy.
6. Registrants will discuss procedures for managing emergencies.
7. Registrants will review and discuss legal/ethical issues in teletherapy.
8. Registrants will review and discuss HIPAA compliance in the use of teletherapy.

April 11, 2025, 1-3pm: An Exploration of Relevant Research and Interventions to Support Parents Through Contemporary Issues in Play Therapy (Hybrid)

Presented by Dr. Erin Dugan and Dr. Adrienne Frischhertz

This presentation will delve into contemporary challenges affecting children, such as neurodivergence, bullying, social media use, and divorce. We will explore current research and effective play therapy interventions that empower parents to navigate these issues. Participants will gain practical strategies to support parents' explorations of their children's emotional and social development while fostering resilience. Join us for an engaging session aimed at equipping professionals with valuable tools to enhance therapeutic outcomes.

Learning objectives:

1. **Understand Contemporary Challenges:** Participants will identify and analyze contemporary issues affecting children, including neurodivergence, bullying, social media use, and divorce, and their implications for play therapy.
2. **Explore Evidence-Based Interventions:** Attendees will learn about research-supported play therapy techniques and interventions specifically designed to address the unique needs of children facing these contemporary challenges, more specifically how to work with parents as they support their children from assessment to termination.
3. **Enhance Parental Support Strategies:** Participants will develop practical strategies to support parents in navigating their children's experiences with these issues, fostering effective communication and resilience through play therapy practices.

May 2, 2025, 10am-12pm: Creating Inclusive Work Environments: Supporting Mental Health through Reasonable Accommodation (Hybrid)

Presented by Dr. Holly Walters and Dr. Rose Angelocci

Working has several benefits for our mental health. As counselors who support clients with mental health concerns, we need to be aware of the protections provided to workers with disabilities under the Americans with Disabilities Act. The decision of whether or not to disclose a disability to an employer is one area in which clients may need support. Disclosure is necessary if reasonable accommodations may be needed. Clients may need assistance in exploring reasonable accommodations and how to request them. Presenters will discuss possible job accommodations to support workers with mental health concerns.

Learning objectives:

1. Participants will learn the definition of disability and reasonable accommodations under the ADA.

2. Participants will learn about issues surrounding disclosure of disability including barriers to employment, inclusive environments, and benefits of work for people with disabilities.
3. Participants will be able to identify at least 3 job accommodations for people with psychiatric or behavioral disabilities.

May 7, 2025, 12-1pm; May 8-9, 16, and 22, 2025, 9am-4pm: Becoming an Effective Supervisor: LPC-S Supervisor Educational Training (Hybrid)

Presented by Dr. Erin Dugan, Dr. Holly Walters, Dr. Rashunda Miller Reed, and Dr. Adrienne Frischhertz

This seminar series will provide 25 supervisor training hours toward the educational requirements to become a LPC-S. Additional direct service and supervision hours are not provided with this educational seminar series.

This interactive workshop will provide participants with an overview of the history, development, functions, and principles of clinical supervision. Participants will engage in discussions on practical issues of clinical supervision in the state of Louisiana. Participants will work to conceptualize similarities and differences in supervision, therapy, and administrative roles. This workshop will provide information on select systems and/or theories of supervision. Participants will engage in group discussions to facilitate the possible applications of select models of supervision. Interactive learning will be accompanied by video, role play, and discussions. Attendees will discuss site selection, communication with potential supervisees/recent graduates, interview process, orientation, and role induction. Ongoing communication with supervisees is an important process, learn how to proactively structure the session. Determine which interventions and techniques you will use as a supervisor (e.g. self-report, process notes, audiotapes, reflections, or live observations). This workshop will explore ethical and boundary issues faced in clinical supervision. The ACA Ethical decision-making model will be used as the foundation for discussions. Participants will be presented with mock cases, utilizing the ACA model, working collaboratively to explore the principles of ethical decision making. Boundary issues in supervision will also be explored through small and large group discussion. Participants should be familiar with the ACA Code of Ethics prior attending. This workshop will focus on challenges and successes that may occur in supervision. Attendees will be presented with interactive lessons and mock cases addressing issues such as interpersonal issues, power and authority, conflicts, and issues of trust. The presenter will lead large and small group discussions. This workshop will allow you to demonstrate skills as a supervisor, brainstorm alternative interventions and techniques, and receive facilitator and peer feedback. Videotaped supervision sessions are required for

this workshop, recorded tele supervision sessions are acceptable during this time. Tapes will be securely and ethically submitted to facilitator prior to the workshop. Ever wondered, “whose job is it anyway”? This workshop will offer clinicians opportunities to explore the roles of a clinical and administrative supervisor. Participants will be encouraged to distinguish roles and relationships related to supervision. Participants will be introduced to the parallel processes occurring in the supervisory relationship.

Costs:

\$80/Workshop for Professionals for 2-hour seminars

\$100/Workshop for Professionals for 3-hour seminars

\$40/Workshop for LSU Health New Orleans Alum for 2-hour seminars

\$50/Workshop for LSU Health New Orleans Alum for 3-hour seminars

\$25/Workshop for Students with Valid ID

Introduction to Play Therapy Seminar Series: \$240/day

Becoming an Effective Supervisor: LPC-S Supervisor Educational Training: \$500

Register for 3 Seminars and receive a \$10 discount! Register for 5 Seminars and receive a \$30 discount! Register for 8 Seminars and receive a \$50 discount! Register for ALL 12 Seminars and receive a free seminar toward your payment! MUST CALL IN TO PROCESS ALL DISCOUNTS!

Cancellation and refund policy:

For training hosted by the LSUHSC Child & Family Counseling Clinic, trainings may be cancelled with a full refund up to 24 hours after registration/payment has been made. Registrations cancelled after that time will not receive a refund, but participants may obtain credit for a future training hosted with the same trainer.

Live Webinar Policy:

In order to obtain CEH credit, participants attending via live Zoom are required to keep their cameras on for the duration of the seminar.

Approval for Continuing Education has been applied for and is pending through the Louisiana LPC Board, Social Work Board, Marriage and Family Therapy Board, Commission on Rehabilitation Counselor, and the Association for Play Therapy.