



20 CONFERENCE
25 & EXPO MARCH 27-29
ORLANDO, FL

In partnership with the
Florida Counseling Association

Ethical AI: Enhancing Counseling Practices and Boosting Office Productivity

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Magnolia Par, MEd





“Imagine your audience naked”



AI prompts (and commas) matter!!

Agenda (TBD)

- What is AI
- Workflow
- Improving your skills
 - Writing better prompts
 - Creating complicated prompts
 - Applying Prompt Engineering

Tech and Apps

Elicit.ai

- example

Plaud device

- Example

What is AI

Ethical use

Improving your skills:

- writing better prompts
- creating complicated prompts
- applying Prompt Engineering
 - Example



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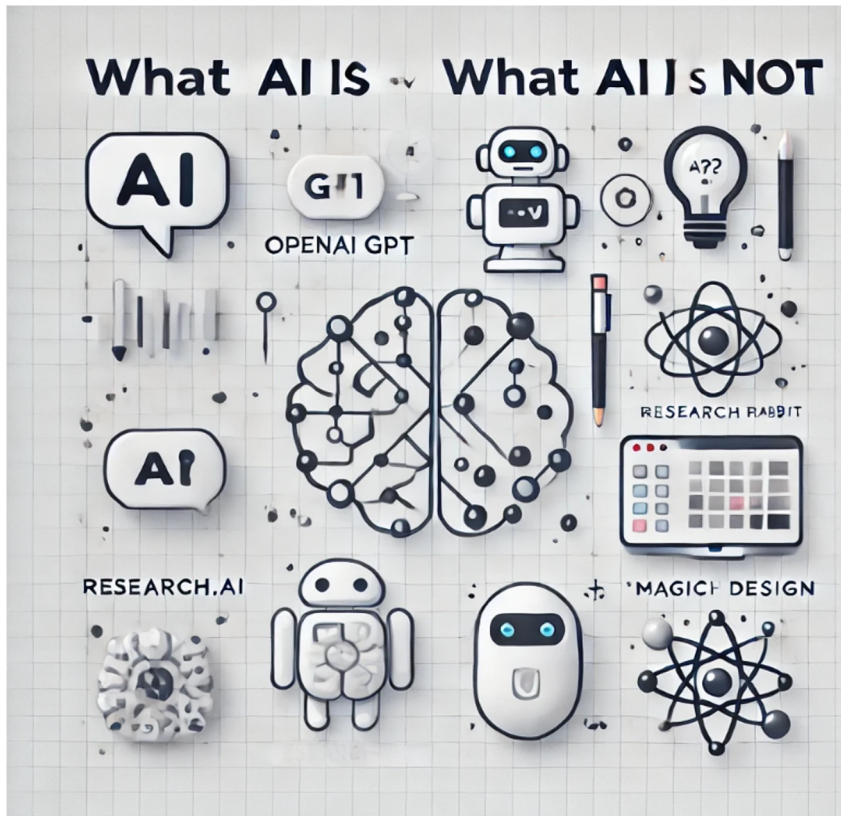
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In partnership with the
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Website – <https://ai.counselor.education>



What is & Isn't AI



- AI is a powerful tool built on data and algorithms_ not a mind, magic, or human replacement.
- AI is trained, not taught. it optimizes from massive data, not understanding.
- AI reflects training data_ it doesn't produce objective truth.
- AI isn't conscious or sentient_ it simulates, not thinks

AI's Role in Modern Workflows

- **Efficiency:** AI can draft outlines, summaries, or design training materials—fast and effectively, enhancing workflow productivity.
- **Creativity:** Stuck planning an activity? AI offers fresh ideas to jumpstart your process, facilitating innovative solutions.
- **Scalability:** With the right prompts, AI helps adapt content for diverse populations, age groups, or learning needs.



Generated on AIDOCMAKER.COM

“Ethical Guardrails” AI is a tool, not a therapist. Not a supervisor. Not a diagnostician.
It cannot replace:

- Our clinical intuition,
- Our relationship-building skills,
- Or our ethical compass.

History of Chatbots

- ELIZA - MIT project 1966
- PARRY - 1978 schizophrenia
- Jabberwacky - 1988 "contextual pattern matching"
- Dr. Sbaitsso - 1992 responded as if they were a psychologist
- A.L.I.C.E. - (Artificial Linguistic Internet Computer Entity) 1995
- SmarterChild - 2001 - AOL, IM, and MSN Messenger
- Siri, Google Now/Google Assistant, Cortana, Alexa
- ChatGPT - <https://openai.com/> Login: <https://chat.openai.com/>



Ethical Use of AI

Ethical Emphasis

- **Confidentiality:** Never input client identifiers into AI.
- **Bias Alert:** AI can reinforce stereotypes—always review outputs critically.
- **Crisis Limits:** AI cannot assess risk; reaffirm protocols for emergencies.

Best Practices

- Avoid confidential data input
- Always review AI outputs for accuracy/bias
- Use tools to augment, not replace, human judgment

Integrating AI into Practice

- Summarize research articles
- Draft business documents
- Develop treatment plans (deidentified of course!)
- Differential diagnosis
- Explain diagnosis
- Marketing and social media
- Create webinars, workshops, and presentations
- Draft letters and simple correspondence
- Create worksheets
- Generate in-session activities
- Develop outlines
- Others?

Good Resources for ethics

- ACA Recommendations For Practicing Counselors And Their Use Of AI
- [Bit.ly/ACA-AI-ethics](https://bit.ly/ACA-AI-ethics)
- Content areas
 - Counselors
 - Client use
 - Assessment and Diagnosis
 - Faculty
 - Students



Good Resources for ethics

- Kent State Syllabus content
- Bit.ly/KSUAISyllabus
- Syllabus content statements with levels of permissible use
 - Freely
 - Use but limited
 - No use



Enhancing your prompt

Definition:

Having AI crafting effective instructions (prompts) to optimize output from AI

Formula:

Role + Task + Context + Constraints

Before vs. After Examples

Before: “Help me make a group activity”

After: “Act as a group counselor. Create a 30-minute interactive group activity for a high school students about anxiety management.”

Prompt Engineer Exchange

“I want you to become my prompt engineer. Your goal is to help me craft the best possible prompt for my needs. The prompt will be used by you, ChatGPT. You will follow the following process:

- 1. Your first response will be to ask me what the prompt should be about. I will provide my answer, but we will need to improve it through continual iterations by going through the next steps.*
- 2. Based on my input, you will generate 2 sections.*
 - a) Revised prompt (provide your rewritten prompt. it should be clear, concise, and easily understood by you),*
 - b) Questions (ask any relevant questions pertaining to what additional information is needed from me to improve the prompt).*
- 3. We will continue this iterative process with me providing additional information to you and you updating the prompt in the Revised prompt section until I say we are done.”*

Initial Prompt

- “I need to create a workshop of 90 minutes in length to instruct the basics of AI use, primarily LLMs along with some advanced approaches. The workshop should be instructional but as interactional and practical as possible”

Final prompt

Design a 90-minute in-person workshop for counselors who have general familiarity with AI. The workshop should introduce both foundational and advanced uses of large language models (LLMs), using tools such as ChatGPT, Perplexity, Claude, and Elicit. It should be highly interactive and practical, helping participants apply these tools to real counseling-related academic and professional productivity tasks such as note-writing, literature reviews, syllabus design, and data analysis.

The tone should be primarily academic with a touch of playfulness. Participants should walk away with hands-on experience, tools, and ethical frameworks for using AI in ways aligned with counseling values and CACREP standards. Most attendees will have access to at least a phone. Deliverables should include:

- A timed session outline
- Key concepts and tools covered
- Interactive demos and productivity-based exercises
- Reflection/discussion prompts
- Brief notes linking content to CACREP and ethical guidelines

Time	Segment	Description
0–10 min	Welcome & Framing	Icebreaker (AI word cloud or Mentimeter) + Workshop goals overview. Emphasize CACREP relevance and ethical foundations.
10–25 min	Foundations of LLMs	Brief overview of how LLMs work (ChatGPT as anchor). Explain prompting basics, hallucinations, token limits. Use live demo.
25–45 min	Hands-On 1: ChatGPT for Counseling Workflows	Participants try prompt templates for: • Clinical note-writing • Lesson or syllabus design • Client psychoeducation Reflection: What's useful or risky?
45–60 min	Tool Showcase: Perplexity, Claude, and Elicit	Quick demos: • Perplexity for research collation • Claude for long document summarizing • Elicit for lit reviews and question mapping
60–75 min	Hands-On 2: AI Productivity Challenge	Group activity using one tool to solve a counseling-related challenge (e.g., draft a workshop, analyze themes in survey data). Optional competition format.
75–85 min	Ethics & Standards Check	Review ACA/ACES ethical AI principles, tie-in to CACREP standards (especially Professional Practice, Research, and Assessment). Discuss concerns.
85–90 min	Wrap-Up & Resources	Share curated tools guide, future learning links, and reflection prompt: "What will you try this week?"

Creating your own Prompt Engineer

“I need you to help me create a prompt for me who's purpose is to generate a training plan on a topic that I give you. You would prompt me with:

- what's the topic total*
- goals of the training*
- total length of the training*
- blocks of time that the training should be broken into*

Use the Pareto principle in making content decisions for the training

Please ask me any questions to help you with generating a prompt to do this task. Suggest parameters that would help in the development of the task. “

Creating your own Prompt Engineer

I need a detailed in-person training plan developed for novice learners. Please use the Pareto principle (80/20 rule) to emphasize the top 20% of content that will provide 80% of the value. Use the details I provide below to build the plan:

Topic of the training: [INSERT TOPIC] Total duration of the training: [e.g., 2 hours, 1 day, 3-day series] Preferred time blocks for delivery: [e.g., 15, 30, 60 minutes] Goals of the training: [List 2–4 goals — e.g., “Participants will be able to...”] Experience level of participants: Novice Delivery format: In-person Should the training include assessment of learning? [Yes/No – if Yes, suggest appropriate methods] Relevant standards or competencies to align with: [Specify standards — e.g., CACREP, CASEL, etc.] Cultural or ethical considerations: [Include any relevant to the topic or participants] Tone of instruction: [e.g., formal, conversational, interactive] Is this a standalone session or part of a series? [Specify] Maximum number of participants: [Insert number] Time to be set aside for Q&A, discussion, or reflection? [e.g., 10 mins per hour, or 30 mins total] Preferred tools or platforms for visuals or activities: [e.g., slides, whiteboard, Google Jamboard]

Please generate:

A full training agenda with time breakdowns

A content outline using the Pareto principle to prioritize key material

Recommended instructional methods (e.g., lecture, discussion, case study, role-play)

Suggested activities for engagement and retention

Visual aids and recommendations for slides, videos, websites, or other resources

(Optional) Assessment methods if selected

Suggestions for follow-up activities or extended versions of the training

(Optional) A shorter alternate version for quick delivery

Keep it practical, actionable, and aligned with the learner profile and topic needs.



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Adding AI ingredients



Meeting Minutes



Plaud Note

Plaud NotePin





Meeting Minutes ingredients

- Plaud Transcript
- Plaud Meeting summary
- Meeting Agenda
- My meeting agenda notes



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AI Tools

AI Tools



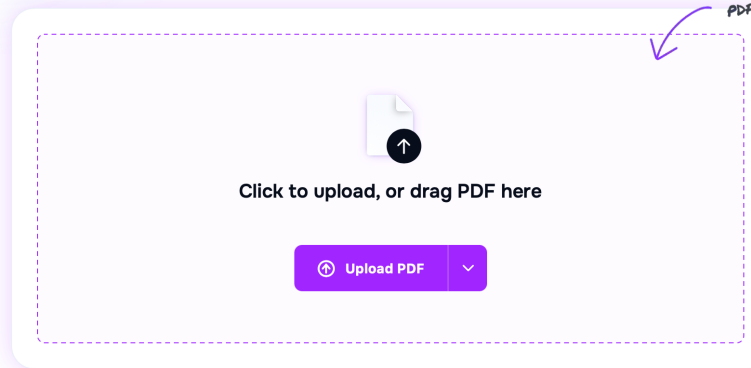
Category	Tool/AI	Use Example
Writing Support	ChatGPT	Workshop content, handouts, outline
Research Support	Elicit	Literature reviews
Research Support	Research Rabbit	Citation-based literature mapping tool
Research Support	Chat PDF	Summarize articles
Idea Generation	Perplexity.ai	Rapid answers with citations
Visual Tools	Canva AI / Magic Design	Psychoeducational visuals
Visual Tools	iA Presenter / Slideserve	Powerpoint slides
Marketing Tools	Spiral.computer / Coscheduler	Cross-platform marketing

Chat PDF

<https://www.chatpdf.com/>

Chat with any PDF

Join millions of [students, researchers and professionals](#) to instantly answer questions and understand research with AI

A screenshot of the Chat PDF website's upload interface. It features a large, light purple dashed rectangular box for file upload. Inside the box, at the top center, is a document icon with a black circle containing a white upward arrow. Below the icon, the text "Click to upload, or drag PDF here" is centered. At the bottom of the box is a purple button with a circular arrow icon, the text "Upload PDF", and a small downward arrow. A purple arrow points from the text "DRAG + DROP YOUR PDF FILE HERE" to the top right corner of the dashed box.

DRAG + DROP YOUR
PDF FILE HERE

American Counseling Association Advocacy Competencies

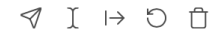
Endorsed by ACA 2003 (Lewis, Arnold, House & Toporek) and Updated in 2018
(Toporek & Daniels)

The historical roots of advocacy within the counseling profession can be traced back to the early 1900's with Frank Parson's work related to vocational guidance in underserved communities along with Clifford Beers efforts in client mental health advocacy. However, it was not until the late 1990's that the American Counseling Association (ACA) began the process of codifying advocacy and highlighting the importance of it for both the profession and the work that counselors do with clients. Recognizing the growing significance of advocacy in the profession, ACA President Loretta Bradley promoted advocacy as her conference theme and subsequently President Jane Goodman created a taskforce to develop advocacy competencies. In 2003, the ACA Governing Council officially approved and adopted the advocacy competencies that were developed by Goodman's taskforce. These competencies focused on the role of counselors as advocates working with and/or on behalf of their clients who were struggling with systemic barriers. By providing counselors with a framework and the necessary strategies to guide client advocacy the competencies were pacesetting and perhaps ahead of their time.

Building on the growing recognition of the importance of both client and professional advocacy, in 2018, ACA embraced advocacy as one of three central pillars for the organization's strategic initiatives. Around this same time period the Governing Council tasked the ACA Human Rights Committee with creating advocacy statements that could be used by the organization to address different social justice and human rights issues that impact the counseling profession, clients, and communities that counselors serve.

Clearly the role of advocacy both within the profession and the work that counselors do with clients has gained increasing attention and significance over the years. Since the inception of the 2003 Advocacy Competencies and the utilization of them with clients over the last 15 years, additional strategies have been developed and the model has been expanded and clarified. As a result this updated version, presents a growing understanding of how advocacy can be used when working with clients and their communities.

Chat



Hey there!

This guide outlines the ACA Advocacy Competencies, originally established in 2003 and updated in 2018. It discusses:

- The historical roots of advocacy in counseling and the development of competencies over the years.
- The significance of advocacy in addressing systemic barriers faced by clients.
- The evolution of the competencies into a framework to better support both counselors and their clients.

I've taken a look at the entire content. Let's chat about it!

☰ Summarize this paper



How have the advocacy competencies developed from their inception in 2003 to the 2018 update?



What specific barriers do these competencies aim to address for clients?



Summarize this paper

ACA Advocacy Competencies (Updated 2018) American Counseling Association Advocacy Competencies Endorsed by ACA 2003 (Lewin, Arnold, House & Tappin), and Updated in 2018 (Tappin & Daniels)

The historical roots of advocacy within the counseling profession can be traced back to the early 1900s when Frank Parsons was instrumental in promoting advocacy in career counseling along with Clifford Brown efforts in client mental health advocacy. However, it was not until the late 1970s that the American Counseling Association (ACA) began the process of codifying advocacy and highlighting the importance of it for both the profession and the work that counselors do with clients. Recognizing the growing significance of advocacy in the profession, ACA President Loretta Bradley provided advocacy as her conference theme and subsequently President Lisa Davidson created a blueprint to develop advocacy competencies. In 2003, the ACA Governing Council officially approved and adopted the advocacy competencies that were developed for counselors' reference. These competencies "speak" to the role of counselors as advocates working with and/or on behalf of their clients who were struggling with systemic barriers, the growing correlation with a framework and the necessary strategies to guide most advocacy for competencies were presented and perhaps ahead of their time.

Building on the growing recognition of the importance of both client and professional advocacy, in 2018, ACA enhanced advocacy as one of three central pillars for the organization's strategic initiatives. Around this same time, the Governing Council issued the ACA Human Rights Committee with creating advocacy statements that could be used by the organization to address different social justice and human rights issues that impact the counseling profession, clients, and communities that counselors serve.

Clearly the role of advocacy both within the profession and the work that counselors do with clients has gained increasing attention and significance over the years. Since the inception of the 2003 Advocacy Competencies and the utilization of them with clients over the last 15 years, additional strategies have been developed and the model has been expanded and refined. As a result, this updated version, presents a growing understanding of how advocacy can be used when working with clients and their communities.

Overview of the ACA Advocacy Competencies

The ACA Advocacy Competencies describe necessary counselor skills, knowledge, and behavior that can be implemented to address systemic barriers and issues facing students, clients, client groups or entire populations (communities, clients and client groups) as well as the broader social justice issues. The Advocacy Competencies are organized according to domains. Extent of Client Involvement in Advocacy and Level of Advocacy Intervention. The first dimension, Extent of Client Involvement, distinguishes advocacy done in collaboration with clients from advocacy conducted on behalf of clients, client groups, or communities. When done effectively, advocacy is particularly helpful when client groups, or populations facilitate greater empowerment and more helpful advocacy. Still, there are times and circumstances in which it may be necessary and effective for counselors to advocate on behalf of clients or client groups.

Second, the second dimension, Level of Advocacy Intervention, refers to the focus of advocacy interventions and whether that focus takes place at an individual level or within a system. Within the public arena, effective large-scale change efforts, in Figure 1, permeate those include that the different dimensions and domains are interrelated and advocacy may be most effective when multiple approaches are taken.

The intersection of the two dimensions described above are reflected in six domains of advocacy: empowerment, client advocacy, community collaboration, systems advocacy, collective action, and social/political advocacy. The Advocacy Competencies present that counselors evaluating and implementing advocacy require individual and ethical considerations relevant for the client, group, issue, and approach. Figure 1 depicts how the dimensions of the dimensions of advocacy relate to the different domains. In the sections following the figure, each domain is described along with specific skills, knowledge and behaviors associated with that domain.

Domains of Advocacy

Advocacy interventions are organized to the extent that the client is involved as an advocate and that the role of the counselor as well as the level at which the barrier is experienced and where the intervention takes place. When advocacy is done in partnership or collaboration with clients and client groups, the role of the counselor and the focus of their energy is to support and facilitate them in planning and carrying out advocacy. When counselors engage in advocacy on behalf of clients or client groups, that role and the focus of their energy is direct systems intervention.

ACA Advocacy Competencies (Updated 2018)

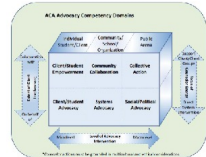


Figure 1. ACA Advocacy Competencies

Client/Student Empowerment

An advocate collaborates instead of acts on behalf of clients but also the interventionist

ACA Advocacy Competencies (Updated 2018) 1

- The ACA Advocacy Competencies were updated in 2018 to reflect a growing understanding of advocacy in counseling 1.
- The update builds upon the 2003 competencies by clarifying domains and elaborating specific strategies, knowledge, and skills 10.
- The competencies address systemic barriers and issues facing students, clients, client groups, or whole populations 2.

Overview of the ACA Advocacy Competencies 2

- The competencies are organized around two dimensions: Extent of Client Involvement in Advocacy and Level of Advocacy Intervention 2.
- Six domains of advocacy are identified: empowerment, client advocacy, community collaboration, systems advocacy, collective action, and social/political advocacy 2.
- Counselors should examine multicultural and ethical considerations when evaluating and implementing advocacy 2.

Client/Student Empowerment 3

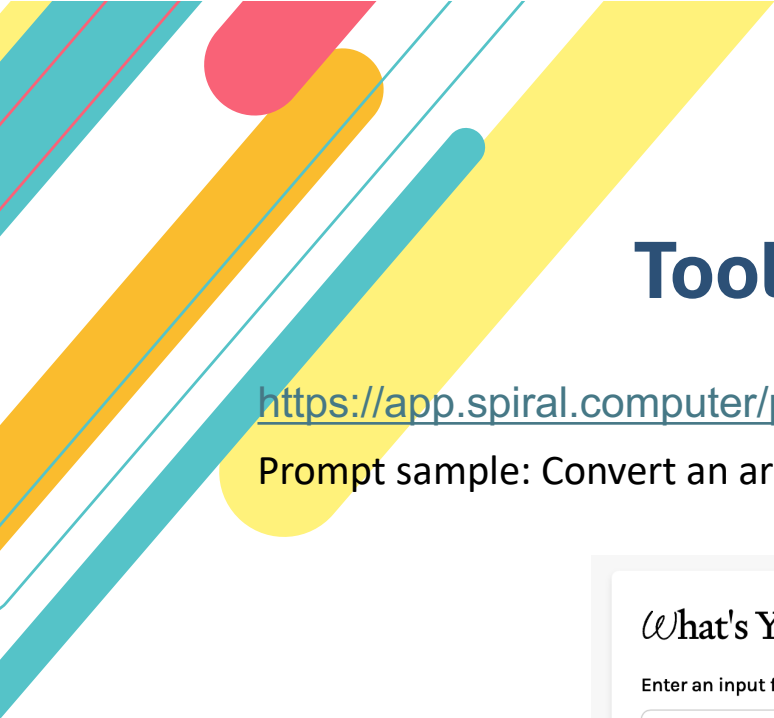
- Client empowerment involves helping clients identify and address systemic barriers 3.
- Counselors help clients evaluate approaches to address barriers and facilitate their reflective processing of advocacy experiences 3.

Client/Student Empowerment Counselor Competencies and Strategies 4

- Counselors identify strengths and resources of clients and students

Ask any question...





Tool: Spiral.computer

<https://app.spiral.computer/public?sortBy=frequency>

Prompt sample: Convert an article into an engaging, promotional LinkedIn post

What's Your Input/Output Format?

Enter an input format

Input format (e.g., podcast transcript)

What type of content are you starting with?

Enter an output format

Output format (e.g., tweet)

What do you want to convert your input content into?

Next →

Tool: Spiral.computer

The screenshot displays the Spiral.computer web application interface. On the left is a sidebar with a navigation menu. The main area features a 'Trending' section with a grid of AI-powered tools, each showing its function and usage count. At the top right of the main area, there is a search bar, a trial status indicator, an upgrade button, and a user profile icon. At the bottom, there is a 'Library' section with filter tabs and a sorting dropdown.

Sidebar Navigation:

- + Create Spiral
- My Spirals
- Create a team
- Public Spirals
- Recently Used
 - Converting blog to inspi...
 - Converts an article into ...
 - Crafting catchy, convers...
- Add team members
- Request a Spiral
- What's new
- Share feedback

Trending Tools:

- Converts an article into contrarian, punchy tweet.** Built by Team Spiral. Run 4k times.
- Converting podcast transcripts into engaging promotional tweets.** Built by Team Spiral. Run 2k times.
- Converting blog to inspirational professional LinkedIn post.** Run 2k times.
- Generating concise, engaging subheadings from sections.** Built by Team Spiral. Run 1k times.
- Crafting catchy, conversational article titles from content.** Run 1k times.

Library: Input ▾ Output ▾ | Voice ▾ Structure ▾ | Sort by: Popularity ▾

Tool: Spiral.computer

Clone and Edit

Converts an article into contrarian, punchy tweet.

Input Article

X

Multicultural and Social Justice Counseling Competencies
Developed by The...

Set custom instructions

Generate multiple

Run

Output Tweet

Modern counseling requires confronting power and privilege head-on.

The Multicultural and Social Justice Counseling Competencies framework isn't just about cultural awareness—it demands counselors take action at all levels from personal to global.

This isn't optional work for effective therapy anymore.

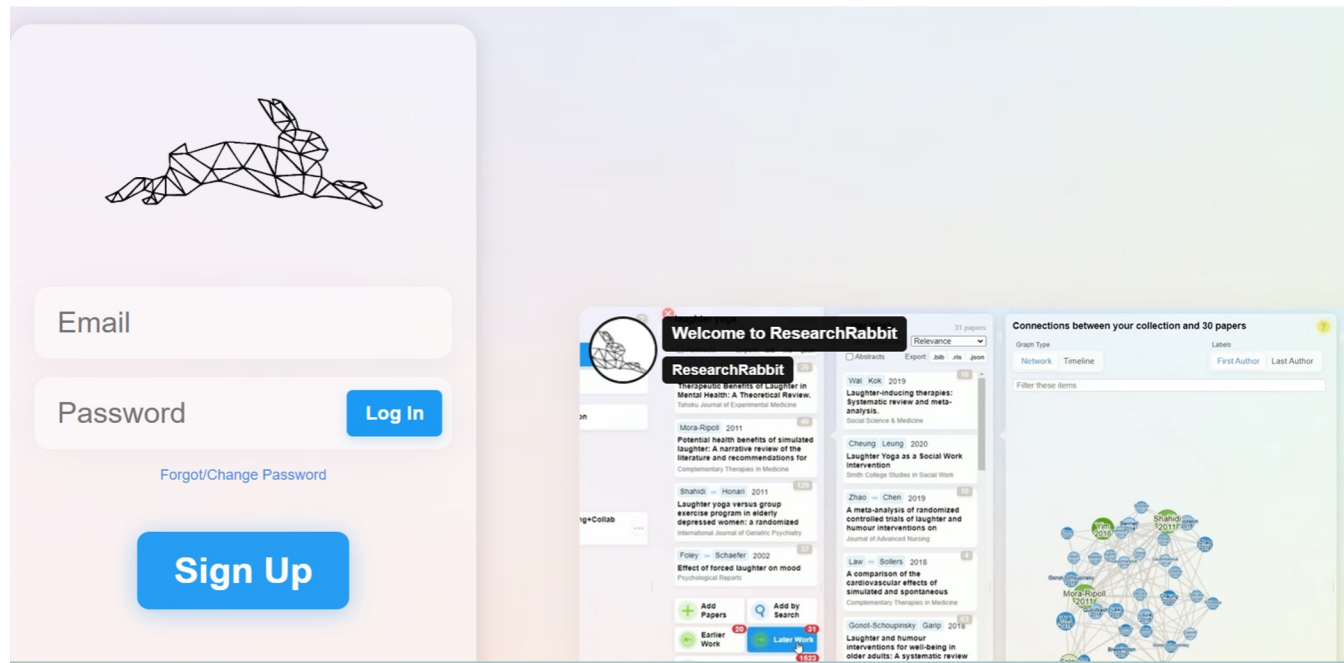
COPY

EDIT

SHOW PREVIOUS SPIRALS

Research Rabbit

<https://researchrabbitapp.com/>



[ResearchRabbit](https://researchrabbitapp.com/)

Research Rabbit

The screenshot displays the Research Rabbit interface, which is organized into several panels:

- Left Panel:** Contains options to create a 'New Collection', 'New Category', or 'Connect to Zotero'. Below these are sections for 'Uncategorized' (with a '+ Collection' link) and 'Shared with Me' (showing 'No collections'). A specific collection named 'ACA Conference Examples' with 3 items is highlighted.
- Filter Panel:** Includes a 'Filter' dropdown set to 'Custom', checkboxes for 'Abstracts' and 'Comments' (the latter is checked), and a 'Select All' link.
- Central Panel:** Displays a list of research papers. The first paper, 'Associations between therapeutic working alliance, meaningful experiences, and affective distress' by Cook and Fye (2023), is from the 'Journal of Counseling & Development'. The second paper, 'Beginning counselor educators' experiences of growth and challenges in teaching' by Waalkes and Meyer (2022), is from 'Counselor Education and Supervision'. The third paper, 'Counselors Explore Their Attachment Styles', is by Reyna and Minton (2023). A green '+ Add Papers' button is at the bottom.
- Right Panel:** Offers options for 'Similar Work', 'Earlier Work', and 'Later Work'. It also includes sections for 'EXPLORE PEOPLE' (with 'These Authors' and 'Suggested Authors' each having 15 items), 'EXPLORE OTHER CONTENT' (with 'Linked Content'), and 'EXPORT PAPERS' (with options for BibTeX, RIS, and CSV). At the bottom, there are controls for 'PUBLIC COLLECTION' (a toggle switch), 'SHAREABLE LINK' (with a 'Copy' button), and 'COLLABORATORS' (with an 'Edit' link).

Research Rabbit

The screenshot displays the Research Rabbit interface, which is organized into several sections:

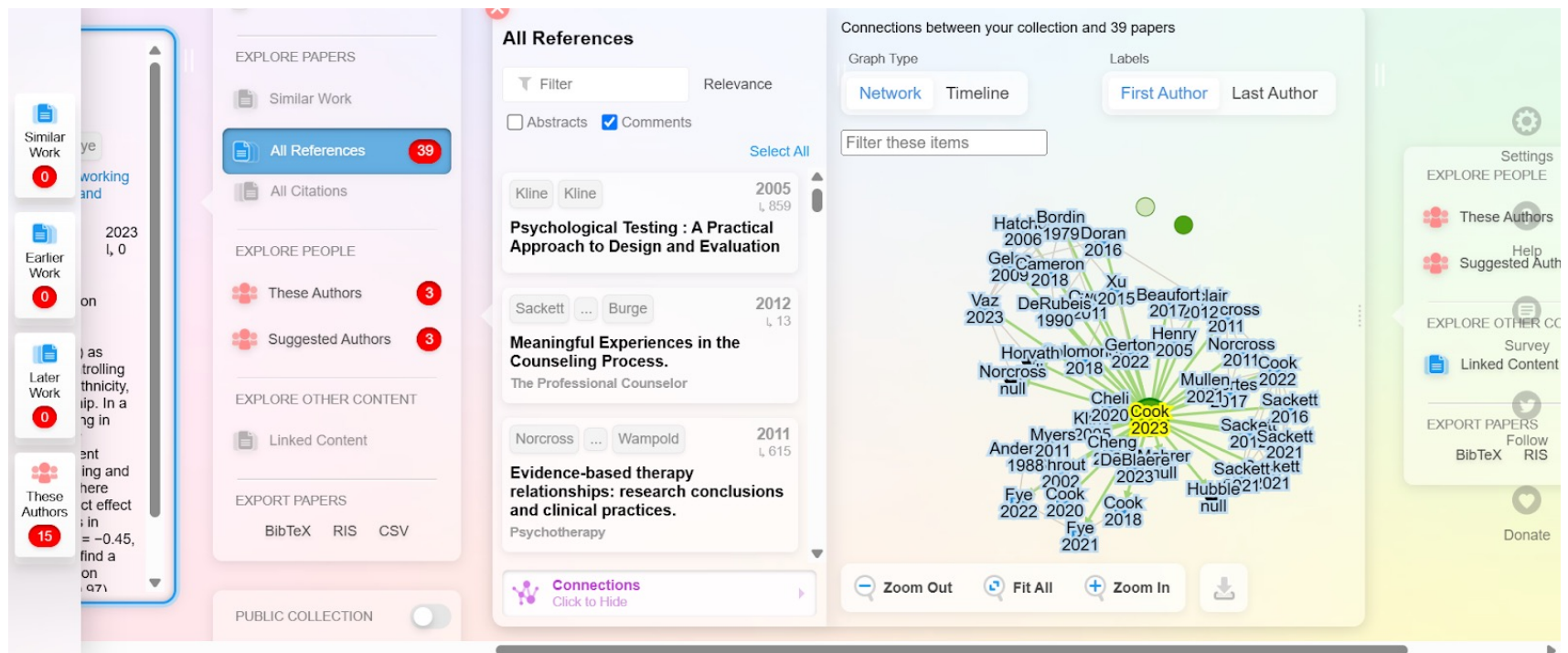
- Left Sidebar:** Contains options for 'New Collection', 'New Category', and 'Connect to Zotero'. Below these are sections for 'Uncategorized' (with a '+ Collection' button) and 'Shared with Me' (showing 'No collections').
- Filter Section:** Includes a 'Filter' dropdown set to 'Custom', checkboxes for 'Abstracts' and 'Comments', and buttons for 'Select None' and 'Select All'.
- ACA Conference Examples:** A list of papers with checkboxes and author names. The first paper, 'Associations between therapeutic working alliance, meaningful experiences, and affective distress' by Cook and Fye (2023), is highlighted with a blue box. Below it are two other papers: 'Beginning counselor educators' experiences of growth and challenges in teaching' by Waalkes and Meyer (2022), and 'Counselors Explore Their' by Reyna and Minton (2023).
- Selected Paper View:** A detailed view of the selected paper, showing the title, authors (Ryan M. Cook and Heather J. Fye), journal information (Journal of Counseling & Development, 2023), a PDF download link, and the abstract text. The abstract discusses structural equation modeling to test client meaningful experiences in counseling and the therapeutic working alliance (TWA) as predictors of affective distress.
- Right Sidebar:** Contains sections for 'EXPLORE PAPERS' (Similar Work, All References with 39 items, All Citations), 'EXPLORE PEOPLE' (These Authors with 3 items, Suggested Authors with 3 items), and 'EXPLORE OTHER CONTENT' (Linked Content). Below these are 'EXPORT PAPERS' options (BibTeX, RIS, CSV) and a 'PUBLIC COLLECTION' toggle.
- Footer:** A vertical sidebar on the far right contains icons for 'Settings', 'Help', 'Survey', 'Follow', and 'Donate'.

Research Rabbit

The screenshot displays the Research Rabbit interface, a tool for exploring research papers and their connections. The interface is divided into several sections:

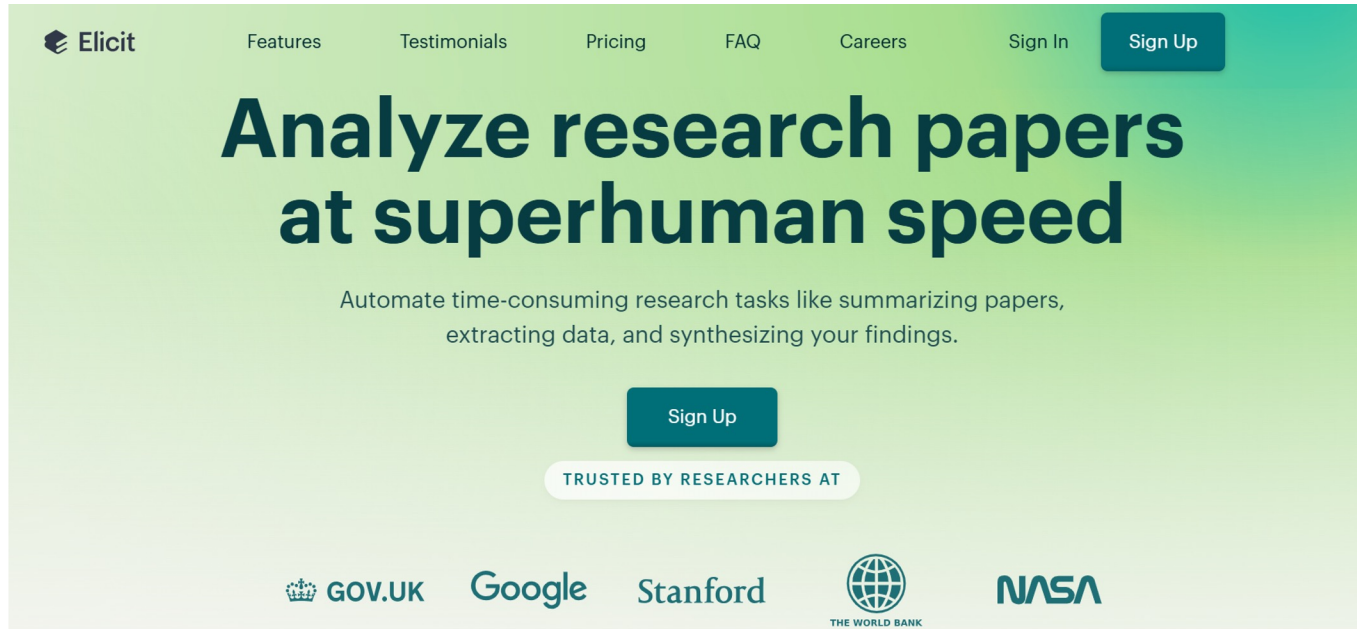
- Left Sidebar:** Contains navigation options such as "Similar Work", "Earlier Work", "Later Work", and "These Authors".
- Top Bar:** Includes a search bar and a "Filter" button.
- EXPLORE PAPERS:** A section with a list of papers, including "Psychological Testing : A Practical Approach to Design and Evaluation" (2005) and "Meaningful Experiences in the Counseling Process" (2012).
- EXPLORE PEOPLE:** A section with a list of authors, including "These Authors" and "Suggested Authors".
- EXPLORE OTHER CONTENT:** A section with a list of linked content, including "Linked Content" and "Export Papers".
- EXPLORE OTHER COLLECTIONS:** A section with a list of other collections, including "Survey", "Linked Content", and "Export Papers".
- Network Graph:** A central visualization showing connections between 39 papers. The graph is a network of nodes (papers) connected by lines (citations). The central node is "Cook 2023".
- Right Sidebar:** Contains a "Settings" button, a "Help" button, and a "Donate" button.

Research Rabbit



Elicit

<https://elicit.com/>

A screenshot of the Elicit website homepage. The page has a green-to-teal gradient background. At the top, there is a navigation bar with the Elicit logo, links for Features, Testimonials, Pricing, FAQ, Careers, Sign In, and a Sign Up button. The main heading reads "Analyze research papers at superhuman speed". Below this, a subheading states: "Automate time-consuming research tasks like summarizing papers, extracting data, and synthesizing your findings." A central Sign Up button is present. Below the button, a badge says "TRUSTED BY RESEARCHERS AT". At the bottom, logos for GOV.UK, Google, Stanford, THE WORLD BANK, and NASA are displayed.

Elicit

Features Testimonials Pricing FAQ Careers Sign In Sign Up

Analyze research papers at superhuman speed

Automate time-consuming research tasks like summarizing papers, extracting data, and synthesizing your findings.

Sign Up

TRUSTED BY RESEARCHERS AT

GOV.UK Google Stanford THE WORLD BANK NASA

[Elicit notebook](#)

Methods in Trauma Counseling Education   ●●●●●● Paper sources 

Sort: Title (alphabetical)  Filter  Search table  + See suggestions  + Add from Library  + Upload PDFs 

☐ Papers

☐ **'Am I safe here and do you like me?' Understanding complex trauma and attachment disruption in the classroom**
L. O'Neill, F. Guenette, Andrew Kitchenham
 2010, 50 citations
 Elicit Search

☐ **A Model for Teaching Experiential Counseling Interventions to Novice Counselors**
A. Cummings
 1992, 25 citations
 Elicit Search

☐ **A systematic clinical demonstration of promising PTSD treatment approaches.**
J. Carbonell, Charles R. Figley
 1999, 19 citations
 Elicit Search

☐ **A trauma-informed approach to screening and assessment.**
R. Fallot, M. Harris
 New Directions for Mental Health Services, 2001, 60 citations
 Elicit Search

☐ **Advanced Teaching Methods for the Technology Classroom**
S. Petrina

Elicit.com - Screening Criteria

Methods in Trauma Counseling Education  

 Screening criteria 

 Sort: Title (alphabetical)  Search table  Add column

Paper	Trauma Focus	Outcome Measurement	Target Audience
'Am I safe here and do you like me?' Understanding complex trauma and attachment disruption in the classroom L. O'Neill, F. Guenette, Andrew Kitchenham  2010, 50 citations  Elicit Search	 Yes	 No	 No
A Model for Teaching Experiential Counseling Interventions to Novice Counselors A. Cummings  1992, 25 citations  Elicit Search	 No	 Maybe	 Maybe
A systematic clinical demonstration of promising PTSD treatment approaches. J. Carbonell, Charles R. Figley  1999, 19 citations  Elicit Search	 Maybe	 Maybe	 No
A trauma-informed approach to screening and assessment. R. Fallot, M. Harris	 Yes	 No	 Maybe

Suggested columns

-  Counseling Focus  >
-  Educational Setting  >
-  Outcome Measurement  >
-  Professional Relevance  >
-  Study Design  >
-  Target Audience  >
-  Teaching Methods  >
-  Trauma Focus  >

Elicit.com – cont. - Recommendations

Methods in Trauma Counseling Education  

●●●●● Screening recommendations 

Sort: Relevance Search table + Add column CSV

Paper	Screening recommendation
Using the Core Curriculum on Childhood Trauma to Strengthen Clinical Knowledge in Evidence-Based Practitioners C. Layne, V. Strand, Marciana Popescu, Julie B. Kaplow, R. Abramovitz, and 4 more  Journal of Clinical Child & Adolescent Psychology, 2014, 71 citations  Elicit Search	 4.8 / 5 A comprehensive trauma training curriculum for social work graduate students demonstrates strong alignment with professional mental health education criteria, featuring empirical research across multiple studies that measure learning outcomes and trauma counseling competencies. The study explicitly details teaching methods, focuses on trauma-specific interventions, and provides quantitative and qualitative evidence of training effectiveness within a formal academic setting.  Trauma Focus  Outcome Measurement  Target Audience  Educational Setting  Teaching Methods  Counseling Focus  Study Design  Professional Relevance Show criteria evaluations 
Teaching Trauma Theory and Practice in Counselor Education: A Multiple Case Study Charmayne R. Adams, Casey Barrio Minton, Jennifer Hightower  Teaching and Supervision in Counseling, 2023, 0 citations  Elicit Search	 4.5 / 5 A multiple case study exploring trauma counseling education within CACREP programs, focusing on teaching methods and learning experiences for mental health professionals. The research comprehensively addresses trauma-specific counseling training across different educational formats, with strong alignment to professional development and educational criteria. While most screening requirements are clearly met, there is some uncertainty regarding the explicit measurement of learning outcomes.  Trauma Focus  Outcome Measurement  Target Audience  Educational Setting  Teaching Methods  Counseling Focus  Study Design  Professional Relevance Show criteria evaluations 
Teaching Trauma Without Traumatizing: A Pilot Study of a Graduate Counseling Psychology Cohort Timothy Black	 4.1 / 5 A graduate-level trauma counseling course study focusing on mental health professionals demonstrates strong alignment

Elicit.com – cont. – Extraction Definition

Methods in Trauma Counseling Education

Extraction results

Sort: Title (alphabetical) Search table CSV			
Paper	Study Design Type	Target Population and Participants	Trauma Counseling Teaching Meth...
Issues in Integrating Trauma Curriculum into a Graduate Counseling Psychology Program Susan H. Gere, L. T. Hoshmand 2009, 9 citations Elicit Search	Descriptive study *	- Professional group: Counseling students - Academic level: Graduate * - Number of participants: Not mentioned * - Key demographic characteristics: Not mentioned *	Not mentioned (the abstract does not provide specific details about the trauma counseling teaching methods) *
Pelatihan Konseling Traumatis untuk Membantu Korban Bullying di SMA Kota Surabaya Mochamad Nursalim Amalee: Indonesian Journal of Community Research and Engagement, 2022, 6 citations Elicit Search	Training evaluation *	- Professional group: School counselors (BK teachers) * - Academic level: Professional (implied) * - Number of participants: 20 * - Key demographic characteristics: Not mentioned *	- Presenting Material (Lecture): Used to introduce and explain concepts. - Modeling: Demonstrating counseling techniques. - Simulation: Practicing counseling scenarios. - Practice: Hands-on application of skills. - Structured Assignments: Reinforcing learning through tasks. * - BESC B Counseling Steps: Rapport building *, relaxation training *, ego status mapping, in vivo practice. * - Relative Emphasis: Practice and simulation are emphasized for skill acquisition. *

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Methods in Trauma Counseling Education

Trauma counseling education combines theoretical instruction through lectures and discussions with experiential learning methods including role-play, simulation, and problem-based exercises.

Abstract

Seven studies describe teaching methods for trauma counseling that combine theoretical instruction with experiential, reflective practice. In graduate-level programs, instructors use classroom techniques—lectures, discussions, and case studies—to present trauma theory alongside applied exercises such as role-play, simulation, and problem-based learning. For example, Adams et al. (2023) report courses that integrate role-play, guest speakers, and media with conventional lectures, while Black (2006) outlines a model based on resourcing, titration, and reciprocal inhibition. Layne et al. (2014) introduce a five-tiered framework that ranges from empirical evidence to practical skills, and Nursalim (2022) employs modeling, simulation, and structured assignments to foster cognitive, affective, and psychomotor growth. Other studies describe curriculum integration and targeted strategies—including mindfulness and self-care—to reduce vicarious traumatization and support student well-being. These findings indicate that trauma counseling education often involves a blend of didactic and hands-on methods, each with specific components, resource needs, and challenges.

Paper search

Using your research question "What are the methods for teaching trauma counseling?", we searched across over 126 million academic papers from the Semantic Scholar corpus. We retrieved the 50 papers most relevant to the query.

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Screening

We screened in papers that met these criteria:

- **Trauma Focus:** Does the study specifically address the teaching or training of trauma counseling skills?
- **Outcome Measurement:** Does the study report measurable learning outcomes or teaching effectiveness data?
- **Target Audience:** Are the primary learners mental health professionals or students in mental health professional programs?
- **Educational Setting:** Is the training conducted within a formal academic or professional development setting?
- **Teaching Methods:** Does the study explicitly describe and evaluate the teaching methods used?
- **Counseling Focus:** Does the study include trauma-specific components (rather than only general counseling education)?
- **Study Design:** Does the study present empirical data (rather than just opinion or editorial content)?
- **Professional Relevance:** Is the training specifically designed for mental health professionals (rather than other professional groups)?

We considered all screening questions together and made a holistic judgement about whether to screen in each paper.



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Teaching Method Table

Teaching Method	Key Components	Required Resources	Implementation Challenges
Case Studies	Real or fictional trauma scenarios, guided discussion, application of concepts	Case materials, facilitation guides	Ensuring appropriate level of detail without retraumatizing student
Role-Play	Simulated counseling scenarios, feedback sessions	Training in role-play facilitation, observation checklists	Managing student anxiety, ensuring psychological safety
Lectures	Structured presentation of trauma theory and concepts	Lecture materials, multimedia resources	Balancing theoretical content with engagement, avoiding overwhelming information
Discussions	Guided exploration of trauma-related topics, peer learning	Discussion prompts, facilitation skills	Managing potentially triggering content, ensuring equal participation
Guest Speakers	Presentations from trauma survivors or experts	Network of suitable speakers, honoraria	Coordinating schedule ensuring speakers are prepared for student audiences

Mindfulness/Self-Care Activities	Guided relaxation, reflection exercises	Training in mindfulness techniques, quiet space	Integrating into curriculum, addressing student skepticism
Problem-Based Learning	Complex trauma scenarios, group problem-solving	Scenario development, facilitation training	Time-intensive, requires careful scenario design
Modeling and Simulation	Demonstration of counseling techniques, practice opportunities	Skilled demonstrators, simulation equipment	Resource-intensive, ensuring consistent quality of demonstrations
Structured Assignments	Reflective journals, research projects, presentations	Assignment guidelines, grading rubrics	Balancing workload, providing meaningful feedback
External Modules/Training	Supplementary online or in-person training	Access to external resources, integration into curriculum	Cost, ensuring alignment with course objectives
Media (Video/Podcast)	Curated trauma-related content for analysis and discussion	Access to relevant media, discussion guides	Copyright considerations, ensuring content appropriateness

The studies we examined collectively mentioned 11 different teaching methods for trauma-informed education. Our analysis of these methods revealed:



Recommendations for Counselors

- Learn more about the essentials of AI, its subfields, and its applications to mental health.
- Stay open, informed, and educated.
- Avoid over-reliance on AI
- Recognize bias and discrimination
- Stay informed about how automation is shaping the world of work
- Maintain transparency and informed consent
- Leverage AI for data-driven insights
- Ensure data security and privacy
- Recognize the limitations of AI
- Exercise caution and critical thinking
- Integrate AI insights with relational and cultural dynamics

Recommendations for Clients

- Make informed decisions about AI use
- Ensure information is kept private and secure
- Understand what AI can and cannot offer
- There are risks involved with AI
- AI should not be used for crisis response
- AI should not be used for mental health diagnosis
- AI has limitations regarding diversity, equity, and inclusion

Recommendations for Supervisors

- Maintain transparency and informed consent
- Use AI to enhance supervisee development
- Understand the limitations of AI in diagnosis and assessment



Helpful tools

- A paid version of an LLM
- TextExpander.com – for holding oft used lengthy prompts



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Thank You!



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