



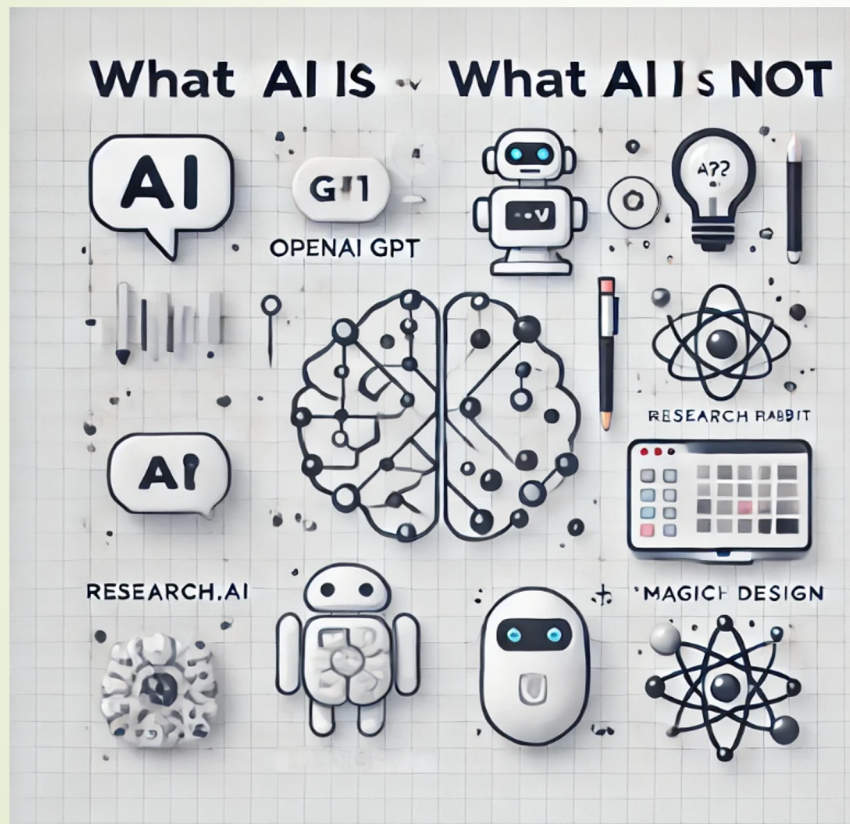
Ethical AI: Enhancing Counseling Practices and Boosting Office Productivity

1

- Marty Jencius, Ph.D., NCC (he/him)

Website –
<https://ai.counselor.education>





American Counseling Association

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.

“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.



Generated on AIDOCMAKER.COM

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History of Chatbots

- ELIZA - MIT project 1966
- PARRY - 1978 schizophrenia
- Jabberwacky - 1988 "contextual pattern matching"
- Dr. Sbaits - 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

Good Resources for ethics

- ACA Recommendations For Practicing Counselors And Their Use Of AI
- 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/KSUASyllabus
- 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

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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

American Counseling Association |

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

Website – <https://ai.counselor.education>



Adding AI ingredients



Meeting Minutes



Plaud Note



Plaud NotePin

Meeting Minutes ingredients

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

AI Tools



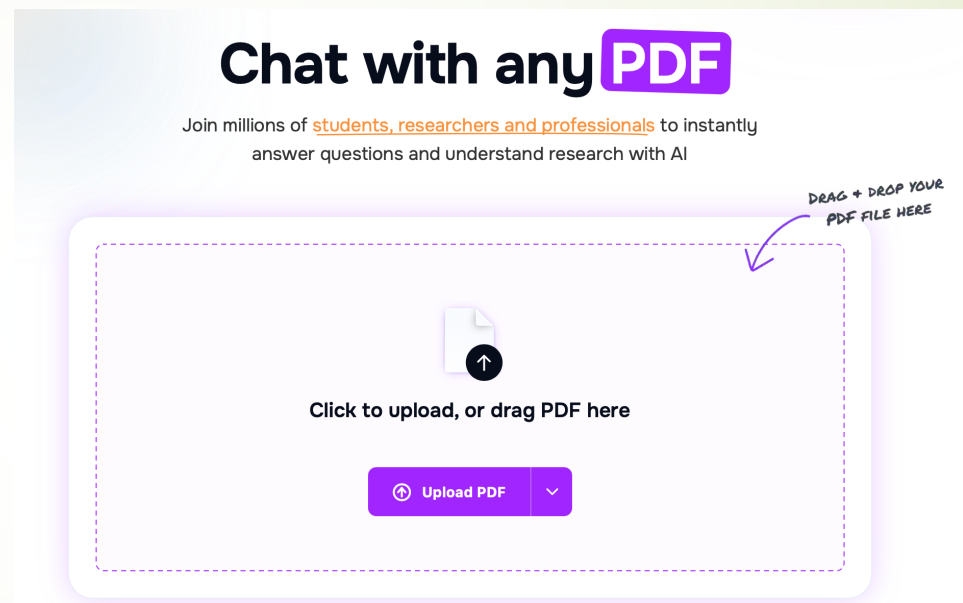
AI Tools

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/>

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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 (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 1900s with Frank Parsons' work related to vocational guidance in underserved communities along with Clifford Barbee's 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 Robert Brubaker formally adopted a resolution in 1980 that endorsed the importance of advocacy as a core professional function and subsequently President Jane Gooden created a taskforce to develop advocacy competencies. In 2003, the ACA Advocacy Council officially approved and adopted the advocacy competencies that were developed by Gooden'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 their advocacy the competencies were pioneering and perhaps ahead of their time.

Building on the growing recognition of the importance of both client and professional advocacy, in 2018, ACA endorsed advocacy as one of three central pillars for the profession's future. Advocacy, alongside the other two pillars (Counseling and Research), is now a core function of the profession. As such, the updated competencies are intended to 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 adoption of them by all clients over the last 15 years, additional challenges have been faced and the need for them has become more apparent 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.

ACA Advocacy Competencies (Updated 2018) **Overview of the ACA Advocacy Competencies**

The ACA Advocacy Competencies describe necessary knowledge, skills, and attitudes that can be implemented to address systemic barriers and issues facing students, clients, client groups or whole populations (hereafter, clients and client groups) in various of domains and client groups. The Advocacy Competencies are organized around two dimensions: 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 in partnership with the client, client groups, or communities builds greater empowerment and more rapid 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. The second dimension, Level of Advocacy Intervention, refers to the focus of advocacy intervention and whether that takes place at an individual level to address issues faced by an individual client, at the school, community or organizational level to address issues faced by entire groups of clients or community members, or at the societal level, where the public arena reflecting large scale change efforts. In Figure 1, parentheses lines indicate that the different dimensions and domains are not mutually exclusive as advocacy may be most effective when multiple approaches are used.

The intersection of the two dimensions described above are reflected in the domains of advocacy: empowerment, client advocacy, community collaboration, systems advocacy, collective action, and social/political advocacy. The Advocacy Competencies present the knowledge, skills, and attitudes that are necessary for each domain, as well as the considerations relevant for the client, group, issue, and approach. Figure 1 depicts how the intersection 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 by the extent to which the client is involved as an advocate and thus 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, their role and the focus of their energy is to plan and carry out advocacy.

ACA Advocacy Competencies (Updated 2018)



Figure 1. ACA Advocacy Competencies

Client/Student Empowerment

An advocacy intervention involves not only systemic change but also the empowerment

ACA Advocacy Competencies (Updated 2018) 1

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

Overview of the ACA Advocacy Competencies 2

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

Client/Student Empowerment 3

- o Client empowerment involves helping clients identify and address systemic barriers 3.
- o 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

- o Counselors identify strengths and resources of clients and students

Ask any question...



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

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

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

Tool: Spiral.computer

The screenshot displays the Spiral.computer web application interface. On the left is a sidebar with a logo at the top, a '+ Create Spiral' button, and a list of navigation items: 'My Spirals', 'Create a team', 'Public Spirals' (highlighted), 'Recently Used' (with sub-items: 'Converting blog to inspi...', 'Converts an article into ...', 'Crafting catchy, convers...'), 'Add team members', 'Request a Spiral', 'What's new', and 'Share feedback'. The main content area features a search bar, a '6 days left of free trial' badge, an 'Upgrade' button, and a user profile icon. Below this is a 'Trending' section titled 'Built by Team Spiral' containing five tool cards. Each card shows an icon, a description, 'Built by Team Spiral' status, and a 'Run' button with a count. The tools are: 1. 'Converts an article into contrarian, punchy tweet.' (Run 4k times), 2. 'Converting podcast transcripts into engaging promotional tweets.' (Run 2k times), 3. 'Converting blog to inspirational professional LinkedIn post.' (Run 2k times), 4. 'Generating concise, engaging subheadings from sections.' (Run 1k times), and 5. 'Crafting catchy, conversational article titles from content.' (Run 1k times). At the bottom is a 'Library' section with filters for 'Input', 'Output', 'Voice', and 'Structure', and a 'Sort by: Popularity' dropdown.

Search

6 days left of free trial Upgrade

Share for 5 more

Trending Built by Team Spiral

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.
Built by Team Spiral

Run 2k times

Generating concise, engaging subheadings from sections.
Built by Team Spiral

Run 1k times

Crafting catchy, conversational article titles from content.
Built by Team Spiral

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



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

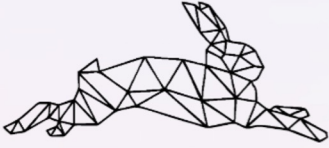




 EDIT

SHOW PREVIOUS SPIRALS ▾

Research Rabbit



Email

Password

Log In

[Forgot/Change Password](#)

Sign Up

Welcome to ResearchRabbit

ResearchRabbit

Interpersonal services & laughter in Mental Health: A Theoretical Review. *Tohoku Journal of Experimental Medicine*

Mora-Ripoll 2011

Potential health benefits of simulated laughter: A narrative review of the literature and recommendations for Complementary Therapies in Medicine

Shahidi - Honari 2011

Laughter yoga versus group exercise program in elderly depressed women: a randomized International Journal of Geriatric Psychiatry

Foley - Schaefer 2002

Effect of forced laughter on mood Psychological Reports

Wai Kok 2019

Laughter-inducing therapies: Systematic review and meta-analysis. *Social Science & Medicine*

Cheung, Leung 2020

Laughter Yoga as a Social Work Intervention *Smith College Studies in Social Work*

Zhao - Chen 2019

A meta-analysis of randomized controlled trials of laughter and humour interventions on *Journal of Advanced Nursing*

Lau - Solters 2018

A comparison of the cardiovascular effects of simulated and spontaneous Complementary Therapies in Medicine

Gonol-Schoupinsky Ganip 2018

Laughter and humour interventions for well-being in older adults: A systematic review

31 papers

Relevance

Abstracts Export: bib rls json

Connections between your collection and 30 papers

Graph Type

Network Timeline

Labels

First Author Last Author

Filter these items



Research Rabbit

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

- Left Panel (Navigation):**
 - Buttons: New Collection, New Category, Connect to Zotero.
 - Section: **Uncategorized** with a sub-option **+ Collection**.
 - Section: **ACA Conference Examples** (indicated by a red dot and a count of 3).
 - Section: **Shared with Me** with the text *No collections*.
- Center Panel (Main Content):**
 - Filter:** Custom, with checkboxes for Abstracts (unchecked) and Comments (checked). A **Select All** link is present.
 - ACA Conference Examples:**
 - Cook ... Fye** (2023, 0 citations): **Associations between therapeutic working alliance, meaningful experiences, and affective distress**. Journal of Counseling & Development.
 - Waalkes ... Meyer** (2022, 0 citations): **Beginning counselor educators' experiences of growth and challenges in teaching**. Counselor Education and Supervision.
 - Reyna ... Minton** (2023, 0 citations): **Counselors Explore Their** (title partially cut off).
 - + Add Papers** (green button).
- Right Panel (Actions and Recommendations):**
 - Similar Work:** Earlier Work, Later Work.
 - EXPLORE PEOPLE:**
 - These Authors** (15).
 - Suggested Authors** (15).
 - EXPLORE OTHER CONTENT:** Linked Content.
 - EXPORT PAPERS:** BibTeX, RIS, CSV.
 - PUBLIC COLLECTION:** Toggle switch.
 - SHAREABLE LINK:** Copy button.
 - COLLABORATORS:** Edit button.

Research Rabbit

The screenshot displays the Research Rabbit interface, which is designed for discovering and managing research papers. The interface is divided into several sections:

- Left Sidebar:** Contains options to create a 'New Collection', 'New Category', and 'Connect to Zotero'. It also shows a list of collections, including 'Uncategorized' and 'ACA Conference Examples' (which has 3 items).
- Filter Section:** Allows users to filter papers by 'Abstracts' and 'Comments'. The 'Comments' filter is currently selected.
- Paper List:** Displays a list of papers. The first paper, 'Associations between therapeutic working alliance, meaningful experiences, and affective distress' by Cook and Fye (2023), is highlighted with a blue border and a 'Comment' button. Other papers include '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 Preview:** A detailed view of the selected paper, showing the title, authors, journal information, and an abstract. 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:** Offers various exploration and export options:
 - EXPLORE PAPERS:** Includes 'Similar Work', 'All References' (39 items), and 'All Citations'.
 - EXPLORE PEOPLE:** Includes 'These Authors' (3) and 'Suggested Authors' (3).
 - EXPLORE OTHER CONTENT:** Includes 'Linked Content'.
 - EXPORT PAPERS:** Options for BibTeX, RIS, and CSV.
 - PUBLIC COLLECTION:** A toggle switch.
- Bottom Right:** A vertical menu with icons for 'Settings', 'Help', 'Survey', 'Follow', and 'Donate'.

Research Rabbit

The Research Rabbit interface is divided into several sections:

- Left Sidebar:** Contains navigation links for "Similar Work", "Earlier Work", "Later Work", and "These Authors".
- Top Bar:** Includes "Add to Other Collection" and "EXPLORE PAPERS" with options for "Similar Work", "All References" (39), and "All Citations".
- EXPLORE PEOPLE:** Features "These Authors" (3) and "Suggested Authors" (3).
- EXPLORE OTHER CONTENT:** Includes "Linked Content".
- EXPORT PAPERS:** Offers "BibTeX", "RIS", and "CSV" options.
- Public Collection:** A toggle switch at the bottom left.
- All References:** A list of references with filters for "Relevance", "Abstracts", and "Comments". The list includes:
 - Kline, Kline (2005, 859): "Psychological Testing : A Practical Approach to Design and Evaluation"
 - Sackett, Burge (2012, 13): "Meaningful Experiences in the Counseling Process. The Professional Counselor"
 - Norcross, Wampold (2011, 615): "Evidence-based therapy relationships: research conclusions and clinical practices. Psychotherapy"
- Connections between your collection and 39 papers:** A network graph showing connections between papers. The graph type is set to "Network", and labels are set to "First Author" and "Last Author". A search bar "Filter these items" is present.
- Right Sidebar:** Includes "Settings", "EXPLORE PEOPLE", "These Authors", "Help Suggested Auth", "EXPLORE OTHER CO", "Survey", "Linked Content", "EXPORT PAPERS", "Follow", "BibTeX", "RIS", and "Donate".

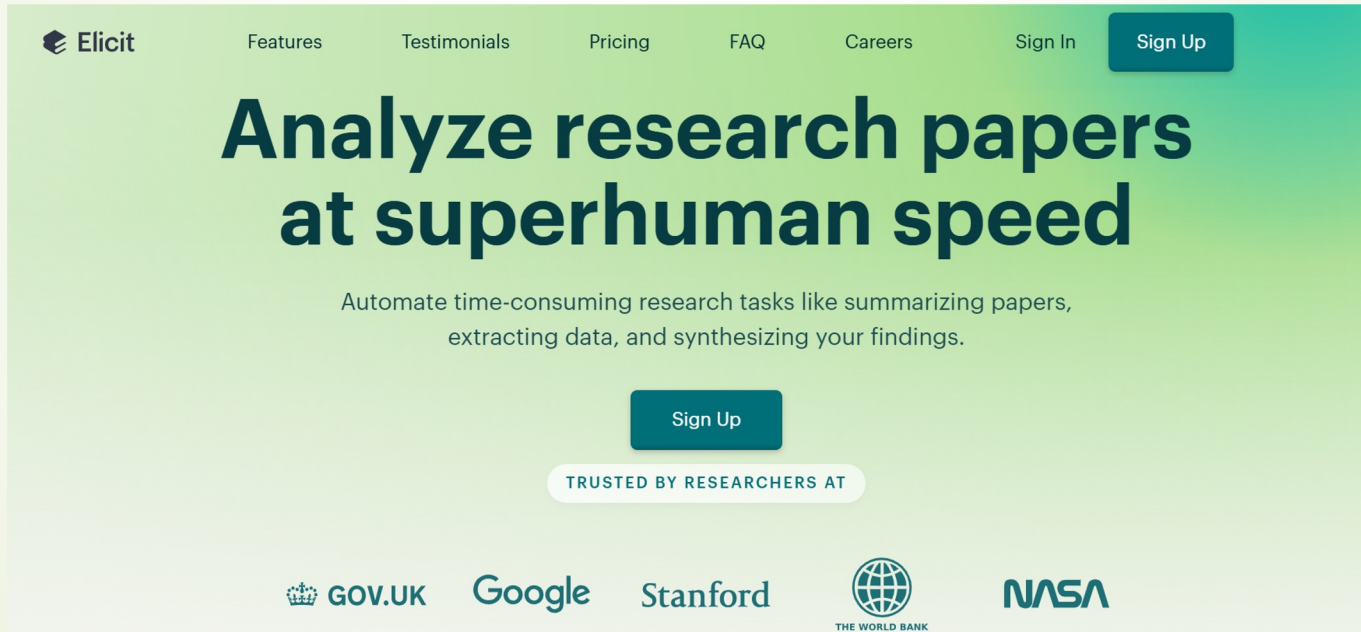
Research Rabbit

The screenshot displays the Research Rabbit interface, which is designed 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".
- EXPLORE PAPERS:** Includes "Similar Work", "All References" (39), and "All Citations".
- EXPLORE PEOPLE:** Includes "These Authors" (3) and "Suggested Authors" (3).
- EXPLORE OTHER CONTENT:** Includes "Linked Content".
- EXPORT PAPERS:** Includes "BibTeX", "RIS", and "CSV".
- PUBLIC COLLECTION:** A toggle switch.
- All References:** A list of references with filters for "Filter" (Relevance), "Abstracts", and "Comments". It shows three references:
 - Kline, Kline (2005, 1,859): "Psychological Testing : A Practical Approach to Design and Evaluation"
 - Sackett, ... Burge (2012, 1,13): "Meaningful Experiences in the Counseling Process. The Professional Counselor"
 - Norcross, ... Wampold (2011, 1,615): "Evidence-based therapy relationships: research conclusions and clinical practices. Psychotherapy"
- Connections between your collection and 39 papers:** A network graph showing connections between authors and papers. The graph type is set to "Network". Labels are set to "First Author" and "Last Author". The graph shows a dense network of nodes (authors) and edges (connections). The central node is "Cook 2023". Other nodes include "Hatch 2006", "Bordin 1979", "Doran 2016", "Gelinas 2009", "Cameron 2018", "Xu 2015", "Beaufort 2017", "Jair 2012", "cross 2011", "Norcross 2011", "Cook 2022", "Mullen 2021", "Sackett 2016", "Sackett 2021", "Hubbie 2021", "Fye 2022", "Cook 2020", "Cook 2018", "Fye 2021", "Ander 2011", "Myers 2005", "Cheng 2023", "DeBlaser 2023", "Fye 2022", "Cook 2020", "Cook 2018", "Fye 2021", "Ander 2011", "Myers 2005", "Cheng 2023", "DeBlaser 2023", "Fye 2022", "Cook 2020", "Cook 2018", "Fye 2021".
- Right Sidebar:** Includes "Settings", "EXPLORE PEOPLE", "These Authors", "Suggested Authors", "EXPLORE OTHER CC", "Survey", "Linked Content", "EXPORT PAPERS", "Follow", "BibTeX", "RIS", and "Donate".

Elicit

<https://elicit.com/>



The screenshot shows the Elicit website homepage. At the top, there is a navigation bar with the Elicit logo, links for Features, Testimonials, Pricing, FAQ, Careers, Sign In, and a prominent 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 displayed. Below the button, a badge says "TRUSTED BY RESEARCHERS AT". At the bottom, logos for partner organizations are shown: GOV.UK, Google, Stanford, THE WORLD BANK, and NASA. The Elicit logo is also present in the bottom right corner.

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

[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

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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	• Include 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	• Include 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	• Include 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  			
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 Counseling Steps: Rapport building *, relaxation training *, ego status mapping, in vivo practice. * - Relative Emphasis: Practice and simulation are emphasized for skill acquisition. *

Elicit.com – cont. - Report

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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.

American Counseling Association, Inc.

Elicit.com – cont. - Report

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.

Elicit.com – cont.

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 students
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 off used lengthy prompts

The screenshot displays the 'Snippet: Role Play Generator' interface. On the left, under 'AI prompts', there is a list of prompts with corresponding shortcuts: 'Learning a new skill' (;lms), 'Prompt Engineer' (;aipe), 'Role Play Generator' (;airp), 'Email response' (;emr), and 'Prompt Specialist' (;aips). The 'Role Play Generator' prompt is selected. Below this list, it indicates '5 snippets, 1 selected' and 'In: Just Me / AI prompts'. The main area on the right is a rich text editor titled 'Snippet: Role Play Generator'. It features a 'Content Type' dropdown set to 'Rich Text', a toolbar with various formatting options, and a text area containing a detailed prompt for generating role-play vignettes. The prompt includes instructions for gathering client details and creating a counseling vignette. Below the text area, there are fields for 'Label' (set to 'Role Play Generator') and 'Abbreviation' (set to ';airp'). A 'Case Sensitive (aB, Ab, ab differ)' checkbox is also present. A green chat bubble icon is located in the bottom right corner.

AI prompts

+ New Snippet

Learning a new skill ;lms

Prompt Engineer ;aipe

Role Play Generator ;airp

Email response ;emr

Prompt Specialist ;aips

5 snippets, 1 selected
In: Just Me / AI prompts

Snippet: Role Play Generator

Content Type
Rich Text

Arial 12

I am preparing role-play vignettes for my counseling class. You will guide me through the process by asking me a series of questions to gather the necessary details for each vignette. Once I respond to each question, you will incorporate my answers into a well-developed vignette suitable for use in a classroom setting.

Please ask me the following questions, one by one, waiting for my response before proceeding:

1.Number of Clients: How many clients would you like in this vignette?

2.Client Details: What are the names, ages, gender identities, and cultural identities of each client?

3.Presenting Problem: What is the initial presenting problem for the client(s)?

4.Contextual Information: Are there any specific contextual details or background information you would like to include in this vignette?

Once all my responses are collected, create a detailed and engaging counseling vignette that includes multicultural and intersectional considerations, potential ethical dilemmas, and opportunities for skill development in counseling students.

Label
Role Play Generator

Abbreviation
;airp

Case Sensitive (aB, Ab, ab differ)

Website – <https://ai.counselor.education>



Thank You!

Contact Us

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