



## 2025 AATA Call for Proposals

Welcome to AATA’s proposal submission process for 2025! We invite you to contribute to a transformative year of learning and collaboration. Your insights and expertise are integral to shaping the future of the art therapy profession. The Conference Committee has developed a robust proposal process to be as inclusive as possible: **Regardless of whether you are a student, new professional, researcher, or a mental health professional in a related field, you are welcome to submit a proposal to present at AATA’s conferences.**

This year, we are hosting two separate Calls for each of our unique conference opportunities. *Details about the submission process for the Monthly Learning Series will be shared later this year.* **You may submit multiple proposals for any of the available learning opportunities so long as you do not submit the exact same content more than once.** Our goal in creating separate calls is to help streamline the review process. In order to make the submission process more accessible, the AATA Conference Committee has shared their [9 tips for submitting a successful proposal](#) and President Nadia Paredes and Past-Conference Committee Chair Dr. Carolyn Brown Treadon have created a [proposal development video](#) to help guide you.

Please review these guidelines and before submitting your proposal online. **Please note, you can submit more than one proposal so long as you are not submitting the exact same proposal multiple times or to multiple calls.** [\[Click here for In-Person and here for Virtual.\]](#) You will be asked to log in to the system using the email address associated with your AATA membership. If you are not a current or past AATA member, you will need to create a profile.

**Submissions for the In-Person and Virtual conferences are due by 11:59 pm ET on February 3, 2025. Submissions for the Monthly Learning Series will open after the Calls for the conferences have concluded.** Once open, submissions will be accepted on a rolling basis throughout the year, with presentations scheduled for 2025 or 2026. Use the table of contents below to navigate between sections to find the information relevant to your submission.

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# Two 2025 Submission Opportunities

## Annual In-Person Conference, AATA2025

AATA's 56<sup>th</sup> Annual Conference will be held October 8 – 11, 2025, at the [Hilton Portland](#) in downtown Portland, Oregon. The theme of the conference is Ascending to New Heights. We expect 1,000 or more attendees at this conference, which will be the largest gathering of art therapists, students, and researchers of the year. Outside of educational sessions, the conference offers Shared Interest Group meetings, opportunities to network in the Open Art Studio, and celebrations at the Opening and Closing Receptions.

**Presenters may submit proposals based on the following topic nine areas** (*Find additional details about each topic beginning on page 3*):

1. Clinical Approaches; 2. Contemporary Issues/Current Trends; 3. Diversity, Equity, and Inclusion (DEI); 4. Education & Supervision (ES); 5. Multicultural Perspectives (MP); Research/Evaluation (RE); 7. Studio & Community (SC); 8. Technology & Innovation (TI); and 9. Theory & Assessment (TA).

The in-person conference offers presenters the most options as to the format of presentation. Presenters may select from these formats:

- **Full Day Advanced Practice Courses:** 7-hour didactic postgraduate level educational sessions with an “experiential” component designed to engage all participants in a process, including art directives through which they will gain hands-on experience and mastery over the material covered. **AATA provides art supplies listed in the call in the session room, any supplies not listed must be provided by the presenters.** Presenters also share information from a PowerPoint presentation. Topics based on theory, practice, and research are highly recommended, including, but not limited to practice management in art therapy, innovative clinical approaches, diversity in assessment, treatment, research, best practices in art therapy, and ethics. **Sessions will be held from 9:00 am to 5:00 pm (with a 1-hour break for lunch).** Advanced Practice Courses are limited to 30 attendees.

Full-day presenters receive a stipend of \$300 that must be shared with all presenters in the session. The Conference Committee encourages presenters, if they are able, to consider donating the stipend back to AATA to support student scholarships and the costs of providing accessibility options for attendees.

- **Half Day Advanced Practice Courses:** 3-hour didactic postgraduate level educational sessions with an “experiential” component designed to engage all participants in a process, including art directives through which they will gain hands-on experience and mastery over the material covered. **AATA provides art supplies listed in the call in the session room, any supplies not listed must be provided by the presenters.** Presenters also share information from a PowerPoint presentation. Topics based on theory, practice, and research are highly recommended, including, but not limited to practice management in art therapy, innovative clinical approaches, diversity in assessment, treatment, research, best practices in art therapy, and ethics. **Half day morning sessions will take place from 9:00 am to noon, and afternoon sessions, from 1:00 to 4:00pm.** Advanced Practice Courses are limited to 30 attendees.

Half-day presenters receive a \$150 stipend that must be shared with all presenters in the session. The Conference Committee encourages presenters, if they are able, to

consider donating the stipend back to AATA to support student scholarships and the costs of providing accessibility options for attendees.

- **Workshops:** 1.5-hour didactic educational sessions with an “experiential” component designed to engage all participants in a process through which they will gain hands-on experience and mastery over the material covered. **AATA provides art supplies listed in the call in the session room, any supplies not listed must be provided by the presenters.** In-person workshops are limited to 30 attendees.
- **Papers:** 50-minute lecture-style educational sessions in which **up to 3 presenters** share information using a PowerPoint presentation and may leave time for audience questions. Art supplies are not provided for this presentation format, as it is not intended to be a hands-on experience for participants.
- **Panels:** 1.5-hour conversational educational session in which a **minimum of 3, and maximum of 5 presenters** (including the moderator) participate in a discussion guided by the moderator, supported by a PowerPoint. Presenters may also leave time for audience questions. Like the Paper format, panels are not intended to include experiential activities, and do not include art supplies.
- **Performance Art:** 50-minute didactic educational session in which presenters share information of professional issues or clinical application in art therapy through performance art modalities including drama, music, poetry, text, movement, visual art, or combinations thereof. Art supplies are not provided.
- **Posters:** 60-minute sessions in which the presenter shares information using a **24" x 48"** poster. A Poster Session is a graphic presentation of an author's research. Authors illustrate their findings by displaying graphs, photos, diagrams, and text on the poster boards. Authors present alongside their poster for attendees during the designated hour session. Both students and professionals are welcome to submit, all posters will fall into one of three categories: undergraduate, graduate, and professional. The research can represent any paradigm including, but not limited to, community based participatory research, quantitative approaches, qualitative approaches, arts-based inquiry, etc. The presenter is responsible for printing the materials to be mounted on the poster (the poster board will be provided by AATA onsite). The illustrated posters must include abstract, introduction, methods, results, and discussion sections. The poster board will be mounted on easels provided by AATA. A/V equipment is not provided. Presenters should be at the session location 15 minutes before the scheduled session. The presenter should prepare a 3 to 5-minute oral presentation and invite questions from attendees. These sessions are not eligible for continuing education, and art supplies are not provided.
- **Video:** 50-minute finished video on topics related to professional issues and/or clinical practice. Presenters must be aware of time constraints and be able to present the video and facilitate discussion within the allotted time. Abstract should include a link to allow the proposal reviewers to view the video online (examples could include [www.vimeo.com](http://www.vimeo.com) or [www.youtube.com](http://www.youtube.com)). Art supplies are not provided.

**By submitting a proposal, you agree to register for the conference and present in person in Portland, Oregon, if your proposal is accepted.**

Click [here](#) to start a proposal for the 2025 In-Person conference.

## Virtual Conference

AATA's 2-day Virtual Conference will be held Saturday, October 26 – Sunday, October 27, 2025 and recorded for subsequent viewing in AATA's [Online Learning Academy](#). The Virtual Conference hosts 400+ attendees on a custom-built platform that allows all presentations to be delivered live, and includes member art exhibitions, Shared Interest Group meetings, personal meeting rooms for 1:1 networking, and chat features.

The conference will be comprised of 60-minute sessions in the following formats, **please note hands-on art making is not permitted for virtual conference sessions:**

- **Panel**, a conversational presentation in which a moderator guides discussion between panelists. Panels include 3 – 5 presenters (including the moderator) and often use a PowerPoint presentation to supplement panelist discussion and include time for audience questions.
- **Paper**, a lecture-style presentation where one presenter shares information using a PowerPoint presentation with time for audience questions.

**Presenters may submit proposals based on the following topic nine areas** (*Find additional details about each topic beginning on page 3*):

1. Clinical Approaches; 2. Contemporary Issues/Current Trends; 3. Diversity, Equity, and Inclusion (DEI); 4. Education & Supervision (ES); 5. Multicultural Perspectives (MP); Research/Evaluation (RE); 7. Studio & Community (SC); 8. Technology & Innovation (TI); and 9. Theory & Assessment (TA).

**By submitting a proposal, you agree to register for the conference and present virtually if your proposal is accepted.**

Click [here](#) to start a proposal for the 2025 Virtual conference.

## All Program Track Submission Opportunities

This year, all three submission opportunities (In-Person Conference, Virtual Conference, and Monthly Learning Series) will be organized into nine main subject tracks to help participants find areas of interest. Each proposal submitter must select one subject track to best describe their session. Two of the subject tracks (Clinical Approaches and Contemporary Issues/Current Trends) include a selection of more specific options.

1. **Clinical Approaches:** Proposals that present information on therapeutic best practices, case studies, and art therapy techniques and methods. Proposal submitters will select one of the following from this category:

- Addictions/Substance Abuse (AS)
- Geriatrics (GE) Psychiatric Settings (PS)
- Child/Adolescents (CA)
- Medical Settings (MS)
- School Settings (SS)

- Forensics (FS)
2. **Contemporary Issues/Current Trends:** Proposals that present information in the one of the following areas of interest:
    - Activism (AC)
    - Grief/Mourning (GM)
    - Autism (AU)
    - Professional Practice (PP)
    - Trauma (TR)
    - Ethics (ET)
  3. **Diversity, Equity, and Inclusion (DEI):** Proposals within this category, grounded in the DEI activist movement, explore studies in art therapy assessments, current research, and theoretical models. The primary focus is on nurturing diversity, advancing equity, and ensuring inclusion within the art therapy domain. This commitment extends to addressing social inequities and advocating for systematic change within the field. Notably, discussions may illuminate strategies to address oppression and confront social justice issues, particularly tailored to the needs of specific populations.
  4. **Education & Supervision (ES):** Proposals that present information on updates in art therapy training and education and the latest teaching methods. Or focus on supervision techniques, and educational developments.
  5. **Multicultural Perspectives (MP):** Proposals in this category distinctly highlight the impact of diverse cultural backgrounds on art therapy practices. Multiculturalism is viewed as a term encompassing one or more cultures, frequently extending beyond dominant white cultures. These discussions may shed light on multicultural practices, leveraging examples from domestic & international art therapy work. Emphasis is placed on the significance of incorporating cultural nuances into therapeutic approaches, fostering a comprehensive understanding of how cultural diversity enriches the field of art therapy.
  6. **Research/Evaluation (RE):** Proposals that present theory and practice of clinical evaluation, the use of standardized assessments, systematic case studies, outcome studies, and all forms of inquiry, using or exploring various research methodologies.
  7. **Studio & Community (SC):** Proposals that present art studio-based approach, and how artist-centered art therapy practice and community outreach programs are designed to improve our collective well-being.
  8. **Technology & Innovation (TI):** Proposals that showcase advancements in technology, cutting-edge research, and innovative models in the field of technology.
  9. **Theory & Assessment (TA):** Proposals that present studies in art therapy assessments, current research, and theoretical models which should be presented by experienced researchers.

## Proposal Submission Details

For a proposal to be considered “complete” it must be submitted online by **February 3, 2025, at 11:59 pm ET**. It must include the following information:

- **Presentation Type:** Select from All-Day Advanced Practice Course, Half-Day Advanced Practice Course, Paper, Panel, Performance Art, Video, Workshop or Poster.
- **Full Presentation Title:** Maximum of 12 words using upper and lower case.
- **Abbreviated Title:** Maximum of 25 characters, using upper and lower case.
- **Program Track:** Select from 9 tracks detailed above (on page 3).
- **Educational Standards for Continuing Education:** AATA is an approved provider of continuing education by Art Therapy Credentials Board (ATCB), the National Board for Certified Counselors (NBCC) and the State of New York for Licensed Creative Arts Therapists (LCATs). Review the education standards in the Appendix and check the appropriate box(es) that fit your presentation. (Note: Posters are not qualified for continuing education).
- **Presentation Description:** A 50-word description that should entice people to want to attend! Be aware that credentialing and licensing bodies review this 50-word description to determine adherence to their continuing education standards. For example, if your title, description, or objectives provide the specific audience of “art therapists” then NBCC continuing education would not be eligible. NBCC requires that the session would be targeted to a more open audience such as “therapist.”
- **Learning Objectives:** Prepare three (3) measurable objectives written in behavioral terminology. Example of a correct objective: Participants will be able to name three art therapy directives that would benefit patients in a hospital setting. Example of an incorrect objective: Participants will learn about art therapy in a hospital setting. (Too vague; not specific or measurable)
- **Abstract and References:** Prepare an Abstract (up to 600-word maximum) written in APA Style, Seventh Edition. You will be asked to upload this document in a “PDF” file format online.
- **Course Outline:** If you are submitting a Workshop or Advanced Practice Course, a timeline/outline of how your time will be allocated in presenting the various topics in your proposal will need to be uploaded in a PDF file format.
- **Adding Co-Authors:** If your submission has co-authors, you will be prompted to enter them. First, search for the co-author by their name or email address. In most cases, you will find them in the AATA database, but if not, you will be able to add them to the database so that they are included with your submission.

## Other Important Information About Submitting Your Proposal

- An automated confirmation e-mail generated by the proposal site will be sent to you after the successful submission of your proposal.
- **All conference presenters and co-presenters must register for and attend the Conference.** Conference registration discounts are not provided to presenters. Only presenters of the Advanced Practice Courses receive a stipend. Full-Day Advanced Practice Presenters receive a \$300 stipend; \$150 for Half-Day and Co-Presenters split the fees. **No other presenters are compensated.**
- For sessions to be eligible for Continuing Education, proposals must meet the educational standards of at least one of the organizations through which AATA is an approved provider of continuing education. (Not applicable to Posters). *See Appendix for more information.*
- **At least one of the presenters in each session must have the minimum of a master’s degree.** Graduate Students are encouraged to submit proposals, but please ensure that a co-presenter with a master’s degree, such as a member of your graduate program’s faculty, participates in your session. A master’s degree is not required for Poster sessions.

- The Conference Committee strives to select proposals that will provide a variety of topics, program tracks, and presenters to create a balanced program. Do not submit duplicate proposals of the same title, content, or topics for various session categories. Presenters are limited to submitting three proposals for each submission opportunity. This includes being submitted as co-presenters.
- **Nearly all proposals undergo a “blind review.”** The exceptions are for Advanced Practice Sessions, Workshops, and Video Sessions. All other proposal types should EXCLUDE the presenters’ names from the materials including the abstract and description.

## Proposal Selection Process and Criteria

- **Each proposal is reviewed anonymously by three reviewers.** Proposal submitters’ names and bios are not visible to the reviewers. All proposal submitters are instructed to remove their names from the abstracts and other materials submitted except for Advanced Practice, Workshop and Video Session proposals. This means that most of the proposal reviews are conducted blindly. Each proposal receives a numerical rating from the three independent reviewers and each reviewer is required to recommend that the proposal be accepted or rejected. Comments are also a required field for reviewers.
  - *AATA members who currently have their ATR-BC are invited to serve as proposal reviewers. If you are interested in serving as a reviewer, please email [continuinged@arttherapy.org](mailto:continuinged@arttherapy.org).*
- When AATA sends out notification letters about rejection, they invite submitters to request feedback if they are interested in learning more about what reviewers said about their proposals. The Conference Committee will provide feedback to the proposal submitter upon request.
- **Please note that the proposal reviewers will be considering the following aspects of your proposal:** alignment between the title, abstract, and learning objectives; clear, measurable learning objectives consistent with the program description; and the relevance of the topic to the needs and goals of the art therapy profession, support from references to existing literature.  
**Reviewers will also assess the proposal’s significance in contributing to art therapy knowledge or practice, the clarity and conciseness of the writing, and the quality of the content.**
- **Once the reviews are completed, the conference Program Chairs are then tasked with making final decisions to complete the conference program.** They begin by looking at the numerical ratings to see which proposals received the highest rankings. This coupled with the number of reviewer recommendations to “accept” is used in making the final decisions. Lastly, the Program Chairs look to ensure that the various program tracks are well-represented to ensure a diverse and well-rounded program.

# Appendix

## Educational Standards for Continuing Education

AATA is an approved provider of continuing education by Art Therapy Credentials Board (ATCB), the State of New York for Licensed Creative Arts Therapists (LCATs), and the National Board for Certified Counselors (NBCC).

### Art Therapy Credentials Board (ATCB)

#### Eligible Content Areas

Each activity, whether attended, taught, or produced, must fall into one of the following content areas:

1. Psychological and Psychotherapeutic Theories and Practice
2. Art Therapy Assessment
3. Art Therapy Theory and Practice
4. Client Populations and Multicultural Competence
5. Professional Issues (e.g., supervision; building a private practice; art therapy and social action)
6. Ethics (minimum of 6 CECs per 5-year cycle)

### New York State (LCAT)

**Acceptable subjects for continuing education courses and activities for Licensed Creative Arts Therapists (LCATs) shall include but not be limited to:**

1. Clinical interventions and evidence-based practice
2. Cross-disciplinary offerings from medicine, law, administration, education, behavioral and social sciences related to creative arts therapy practice, patient communications, record keeping, and matters relating to law and/or ethics which contribute to professional practice in creative arts therapy and the health, safety, and/or welfare of the public.
3. All subject topics must be comparable to those taught in professional education programs in creative arts therapy offered by a program that is registered under section 52.34 of the Commissioner's Regulations.

### National Board for Certified Counselors (NBCC)

#### Continuing Education Policies and Procedures

To qualify for NBCC continuing education credit, the program, course, or presentation (program) must satisfy the following content requirements:

1. **NBCC Content Area Requirement.** The program content and information must directly relate to a qualifying NBCC Content Area identified in Section G of this Policy.
2. **Program Learning Objectives Requirement.** The program content and information must include a clear statement of the program learning objectives showing compliance with the qualifying program requirements of this Policy.
3. **Professional Knowledge Requirement.** The program content and information must be directly relevant to the professional knowledge and skills of graduate-level counselors.
4. **Clinically Sound Content Requirement.** The content of programs presenting information concerning the diagnosis, evaluation, and/or treatment of clients must be clinically sound. Such content must be consistent with well-established theories, principles, and techniques



accepted by the professional mental health community, as well as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM).

5. **Program Materials Requirement.** The program materials must be directly relevant to the program content, and must reflect current information, research, and professional knowledge.
6. **NBCC Ethical Standards Requirement.** The program content and information must be consistent with the NBCC Code of Ethics and the NBCC Policy Regarding the Provision of Distance Professional Services.
7. **Qualified Presenter/Author Requirement.** The program content and information must be presented and/or authored by a presenter/author with the appropriate qualifications, as required by Section F of this Policy. All program presenters and authors must be specifically and accurately identified in program materials, including all educational degrees and other qualifications related to the requirements of this Policy.

### **Qualifying Program Content Restrictions and Prohibitions**

To qualify for NBCC continuing education credit, the qualifying program content must be consistent with the following restrictions and prohibitions:

1. **Non-counseling Profession Content Restriction.** The program content cannot be solely or primarily designed or intended for: professions other than professional counseling; the general public; paraprofessional counselors; or any other individuals engaged in counseling or other mental health activities who are not graduate-level professional counselors.
2. **Physical Health Content Restriction.** The program content cannot be solely or primarily concerned with the medical or physical health of clients.
3. **Political and Religious Content Restriction.** The program content cannot state or imply in any manner that individuals who act inconsistent with, or who do not accept, a particular political or religious belief or principle are dysfunctional, or otherwise inappropriate, or that the belief itself is unacceptable or incorrect.
4. **Sexual Orientation Change Content Restriction.** The program content cannot present or include information promoting Sexual Orientation Change Efforts as a therapeutic method.

### **Presenter Qualification Requirements**

In order for a Provider to offer and issue NBCC continuing education credit, the program must satisfy the following requirements: the subject matter must be directly and primarily related to an NBCC Content Area; and, the presenter of the program, or author preparing the publication, must qualify as a presenter/author (presenter) for the subject matter presented. Qualifying programs must be taught or authored by presenters who possess appropriate qualifications, as required by this Policy. Qualified presenters and authors are classified by three (3) specific categories. The following categories identify the relevant education and/or experience requirements for a presenter to qualify to present/author programs that are offered for NBCC continuing education credit.

**Category 1** Presenter Qualifications: Hold a graduate degree in a mental health field from a regionally accredited educational institution and be qualified by appropriate education, experience, and/or training to present/author the particular subject matter, or author the publication concerning the subject matter.

**Category 2** Presenter Qualifications: Hold a graduate degree from a regionally accredited educational institution directly related to the subject matter presented; and, be qualified by appropriate education, experience, and/or training to present/author the particular subject matter, or author the publication concerning the subject matter.

**Category 3** Presenter Qualifications: Be qualified by appropriate education, experience, and/or training to present/author the particular subject matter, or author the publication concerning the subject matter.

## **NBCC Content Areas and Topics**

For a Provider to offer and issue NBCC credit, the program subject matter must be directly and primarily related to one (1) or more of the NBCC Content Areas identified below, and as required by this Policy.

1. **Counseling Theory/Practice and the Counseling Relationship.** Continuing education programs in this content area provide an advanced understanding of the counseling processes, including, but not limited to, the following topics.  
**Category 1 Presenter required for the following topics:**
  - Foundational and well-established counseling theories, principles, and techniques of counseling and their application in mental health settings.
  - Diagnosis and treatment of mental disorders.
  - Wellness and prevention within counseling and treatment.
  - Crisis intervention techniques for counselors to use in response to disaster or other rapid onset trauma-causing events, including but not limited to, psychological first aid strategies.
  - Psychophysiological awareness and mindfulness in the counseling process.
  - Distance counseling.
  - Biofeedback used in a mental health setting.
  
2. **Human Growth and Development:** Continuing education programs in this content area provide an advanced understanding of the nature and needs of individuals at developmental levels and are relevant to professional counselors and the counseling profession. A Category 1 Presenter is required for all program content related to the counseling and/or treatment of clients. Human Growth and Development topics include, but are not limited to, the following topics.  
**Category 1 or 2 Presenter required for the following topics:**
  - Foundational and well-established theories, including, but not limited to, personality theory, life span theory, learning theory, and human development theory.  
**Category 1, 2, or 3 Presenter required for the following topics:**
  - End-of-life issues within the scope of practice of mental health professionals.
  - Information related to developmental crises; disabilities; and situational, transitional, and environmental factors that affect behavior.
  
3. **Social and Cultural Foundations:** Continuing Education programs in this content area provide an understanding of the issues and trends in a multicultural and diverse society that impact professional counselors and the counseling profession. A Category 1 Presenter is required for all program content and information related to the counseling and/or treatment of clients. Social and Cultural Foundations topics include, but are not limited to, the following topics.  
**Category 1 Presenter required for the following topic:**
  - Multicultural competency as a professional counselor.  
**Category 1, 2, or 3 Presenter required for the following topics:**
  - Societal subgroups.
  - Societal changes and trends.
  - Mores and interaction patterns.
  - Major societal concerns.
  - Social justice.
  - Cross-cultural effects, such as acculturation, assimilation, and multicultural and pluralistic trends.
  
5. **Career Development and Counseling:** Continuing education programs in this content area provide an advanced understanding of career counseling, development, and related life factors. A Category 1 Presenter is required for any program content related to the counseling and/or treatment of clients. Career Development and Counseling topics include, but are not limited to, the following topics.

**Category 1 Presenter required for the following topics:**

- Theories, principles, and techniques of counseling as applied to work and career.
- Career counseling processes and resources, including, but not limited to, those applicable to specific communities and populations.
- Career/life planning and decision-making models.
- Life-work role transitions, including, but not limited to, outplacement and retirement counseling.

**Category 1, 2, or 3 Presenter required for the following topics:**

- Career development program planning, resources, and program evaluation.
- Assessment of workplace environment for purposes of job placement.
- Trends in job search.
- Career avocational, educational, occupational, and labor market information, and resources and career information systems.

6. **Assessment:** Continuing education programs in this content area provide an advanced understanding of approaches to assessment and evaluation in counseling practice. A Category 1 Presenter is required for all program content related to the counseling and/or treatment of clients. Assessment topics include, but are not limited to, the following topics.

**Category 1 Presenter required for the following topics:**

- Diagnostic interviewing.
- Clinical assessment and interpretation for use in treatment planning.
- Ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments.

**Category 1 or 2 Presenter required for the following topics:**

- Information on the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM).
- Implementation and interpretation of standardized assessment instrument protocols.
- New and existing assessments.
- Issues related to assessment development.
- Legal issues related to counselor authority to administer and interpret tests and inventories that assess psychopathology, abilities, interests, and career options.
- Information on basic classification, indication and contraindications of commonly prescribed psychopharmacological medications to make appropriate referrals for medication evaluations, and to identify the side effects of medication.

7. **Research and Program Evaluation:** Continuing education programs in this content area provide an advanced understanding of research methods, statistical analysis, needs assessment and evaluation, and ethical and legal considerations in research. A Category 1 Presenter is required for all program content related to the counseling and/or treatment of clients. Research and Program Evaluation topics include, but are not limited to, the following topics.

**Category 1 Presenter required for the following topics:**

- Critical evaluation of research findings and its clinical implications.
- Development of measurable outcomes for counseling interventions.

**Category 1 or 2 Presenter required for the following topics:**

- Foundational and well-established research design and methods.
- Statistics in research.
- Research report development and information on disseminating research findings.
- Critical evaluation of research findings.

8. **Counselor Professional Identity and Practice Issues:** Continuing education programs in this content area provide an understanding of various aspects of professional functioning as graduate-

level counselors. A Category 1 Presenter is required for all program content related to the counseling and/or treatment of clients. Counselor Professional Identity and Practice Issues topics include, but are not limited to, the following topics.

**Category 1 Presenter required for the following topics:**

- NBCC and/or ACA ethical codes and conduct standards in professional counseling and/or counseling research.
- Ethical decision-making models directly related to counseling practice.
- NBCC certification, state licensure, and related mental health public policy.
- Professional counseling organizations and associations, limited to NBCC, CACREP, ACA and its branches and divisions.
- Roles and processes related to counselor advocacy on behalf of the profession and the client.
- The counselor's role and function as a member of an interdisciplinary team.
- Starting and maintaining a counseling practice to include business-planning, quality control, service delivery, billing and reimbursement, fee-setting, capacity-building, referrals, and ethical marketing.
- Effective and ethical utilization of social media.
- Counselor self-assessment to address areas for ongoing professional growth.
- Critical analysis of emerging issues in the counseling profession.
- Clinical supervision models, practices, and processes for professional counselors.
- The counselor's role and function as a professional consultant.
- The counselor's role and function as a forensic interviewer.

**Category 1 or 2 Presenter required for the following topic:**

- Legal issues in professional counseling and/or counseling research.

**Category 1, 2, or 3 Presenter required for the following topics:**

- Self-care strategies and burnout prevention appropriate to the counselor role.
- Grant writing for counselors and counseling programs.

9. **Wellness and Prevention.** Continuing education programs in this content area provide psycho-educational information for counselors to enhance their ability to promote optimal wellness related to client mental health. A Category 1 presenter is required for all program content related to the counseling and/or treatment of clients. Wellness and Prevention topics include, but are not limited to, the following topics.

**Category 1, 2, or 3 Presenter required for the following topics:**

- Complementary Alternative Medicine (CAM).
- Community-based wellness initiatives.
- Conflict resolution.
- Sex education.
- Sleep hygiene.
- Nutrition.
- Anger management.