

Lee Edmondson Grimes is an Associate Professor of Counseling and Program Director for the Counselor Education Programs at Valdosta State University. She earned a B.A. and B.S.Ed. from Valdosta State College and an M.Ed. and Ph.D. from the University of Georgia. Dr. Grimes started her career as a high-school teacher then transitioned into school counseling where she worked for ten years at the elementary, middle, and high school levels. Connected to her work as a counselor educator, Dr. Grimes is active in community, state, and national advocacy and professional organizations for counselors. Her research interests focus on rural school counseling, P-12 career development, and interventions for meeting the needs of diverse learners. Dr. Grimes publishes and presents frequently on school counseling topics, and when she is not teaching or writing, she can be found on a trail in north Florida.

The Master of Education in Counselor Education Program at Valdosta State University (VSU) has two tracks, *School Counseling* and *Clinical Mental Health Counseling*. Our program is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). We adhere to CACREP programmatic standards including the teaching of specific core counseling and specialty counseling content standards.

In addition to the standards-based content, VSU program objectives include training counselors who practice ethically and professionally and work beyond their practice at the local, state, and national levels through professional organizations. Our goal is to produce graduates who not only excel as practitioners well-trained on counseling content but who also are involved in their communities and with other professionals through membership and active involvement in professional organizations such as the American Counseling Association and the American School Counselor Association. To meet this goal, we require students to submit proposals to state professional conferences during their internship courses. We are delighted when their proposals are accepted, but not every student experiences acceptance and the opportunity to present professionally.

In the fall of 2016 when teaching the course COUN 7420, Counseling Children and Adolescents, I found myself with a larger number of students than usual. Planning the schedule in the summer before the course started, I was unsure how I would have students do the presentation assignment given the time frame of our two-hour, forty-five-

to this consideration of time was my consideration of the CACREP standards I needed to cover in the class.

I soon realized that I could not devote two class sessions to student presentations and still have time to cover consideratiA9T

classroom one of my favorite parts of a professional conference, the poster session.

Poster sessions at professional conferences offer attendees the opportunity to view information and interact with presenters in a timesaving manner, allowing both attendees and presenters to experience multiple

presentations in a brief timeframe. As is true so often, necessity was the mother of invention. I decided to make one of our last class meetings a mock conference poster session. Every student in my class would have the opportunity to present in a fashion more aligned with what they might actually experience at a conference rather than the typical half-hour, stand in front of the room, classroom presentation with a PowerPoint. And every student could present in one class session.

I worded the syllabus assignment description somewhat like an acceptance letter to a conference.

The Evidenced-based Counseling Intervention Conference

Congratulations! Your proposal to the Evidence-based Counseling Intervention Conference, the premier national event for the organization the Children and Adolescent Counseling Association, has been accepted for a poster presentation. Your poster will be presented in a session called Focused Interventions: Evidence-based Counseling