



Chase Counseling and Consulting Services, LLC

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(b). Program content description and Learning Objectives:

Presenter Dr. Bridgette Chase, LPC, LMFT, MAC, SAP

Co-occurring & Trauma

Number of CEs: 2.0

This workshop discusses the prevalence and complexities of treating clients with trauma as a co-occurring disorder or dual diagnoses. The session targets students and practitioners interested in working with individuals who have survived trauma and have substance use disorders. It outlines a trauma recovery and treatment model, which is supported by the 6 Principles of Trauma-Informed Care developed by the Substance Abuse and Mental Health Services Administration (SAMHSA). Drawing on cognitive restructuring, skills training, psychoeducational and peer support to address recovery and healing from sexual, physical, and emotional abuse, therapy is focused on empowerment, self-comfort, and accurate self-monitoring, as well as ways to establish safe physical and emotional boundaries.

Learning Objectives

1. Understand substance use and trauma as co-occurring disorders.
2. Examine the effects of trauma on individuals, families, and interpersonal relationships.
3. Discuss the 6 Principles of Trauma-Informed Care developed by the SAMHSA.

Spirituality Techniques in Counseling

Number of CEs: 2.0

The benefits of spiritual counseling have been recognized and documented for years. At the most rudimentary level, researchers show that a religious belief system results in longer life. In the past decade, theologians mostly of Christian faiths, are writing more about the association and positive benefits that religion or spirituality has on mental health outcomes. This workshop discusses this emerging trend and explores the positive and protective effects of Christian or Spiritual counseling and treatment strategies on various behavioral and mental health diagnoses.

Learning Objectives

1. Define spirituality using the many different meanings it has for individuals and their cultures.
2. Discuss the benefits or consequence of spirituality on primary mental health diagnosis.
3. Understand the mechanisms through which potential benefits between spirituality and mental health may occur.
4. Examine research demonstrating the benefit and consequence of spirituality effects on mental health.



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Presenter Dr. Sophia A. Ogunlana

Posturing and Positioning During the Time of Uncertainty

Number of CEs: 2.0

The COVID Pandemic has forced many to come to terms with one simple fact – the reality of uncertainties and the lack of ultimate control. There is no such thing as work-life balance. We can either push ahead in every direction, fight through walls of confusion, become explorers, submit to forces around us and trust ourselves and the choices we make. This means that we must integrate or otherwise fail miserably at one of them. It is time to replace the term ‘work-life balance’ with ‘work-life integration.’ This workshop appeals to the student leader who is willing to use adversity to find new and creative ways to achieve their goals. It emphasizes the principles of remaining positive and confident in our ability to solve the problems confronting us and working smart by finding the most efficient and effective way to reach goals. This includes leveraging other people or resources and utilizing self-awareness to build on strengths and delegate when appropriate. The more self-awareness you gain about your work style, the more you can find ways to work smarter, not harder.

Learning Objectives

1. Identifying abnormal behavior and signs of mental illness
2. The causes and impact of stress and burnout
3. To learn and practice strategies for self-care and wellness
4. To gain access to mental health resources

Utilizing Ethical Decision Making When Faced with Dilemmas

Number of CEs: 2.0

We all have an image of our better selves-of how we are when we act ethically or are "at our best." We probably also have an image of what an ethical community, an ethical business, an ethical government, or an ethical society should be. Ethics really has to do with all these levels: Acting ethically as individuals, creating ethical organizations and governments, and making our society ethical in the way it treats everyone. What is Ethics? Simply stated, ethics refers to standards of behavior that tell us how human beings ought to act in the many situations in which they find themselves-as friends, parents, children, citizens, businesspeople, teachers, professionals, and so on.

Learning Objectives

1. To identify the steps of ethical decision-making models
2. To work through interactive case scenarios
3. To apply and gain ethical decision-making resources
4. To improve students' ability to address ethical dilemmas and identify opportunities to apply what they have learned.



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Presenter Dr. Rhonda Jeter

Up, Up & Away: How to Find Wellness, Achieve Wellness & Keep it Going

Number of CEs: 2.0

As our Nation and the World evolves and becomes more diverse culturally, technologically, and geopolitically, it is essential to rethink our traditional ways of being, doing and living. As adults, we must routinely interact with individuals, institutions, and groups in navigating our way through life's up and downs. There are unlimited opportunities and challenges that can result in uncertainties and anxieties. For the graduate-level counselor who has committed him/herself to helping others, s/he must prepare for these uncertainties, establish a working philosophy with principles and strategies to overcome the changing cultural dynamics in order to help self and clients. The above workshops are significant as they introduce the concept of wellness as a parameter and barometer for charting through life transitions. The sessions further highlight the importance of human interdependence and that growing is a life-long process, with ebbs and tides, through which one can transcend. Wellness is a concept that encompasses many areas, such as physical health, psychological health, financial health, social health, and relationship health. This workshop will help you look at your overall wellness, assess where you are, understand what healthy looks like, identify where it can fall apart, plan to improve your wellness, and learn how to prevent yourself from achieving optimal wellness.

Learning Objectives

1. To discuss and develop a definition of Wellness.
2. To examine ways to assess Wellness and discuss the Wellness Wheel.
3. To identify barriers to Wellness and develop a Wellness Plan
4. Discuss prevention techniques - An ounce of prevention – the key to maintaining Wellness.

Grown Before You Know It: Seventy is the New Fifty

Number of CEs: 2.0

This workshop will look at development across the lifespan. At every age, there are expectations of what things you should be doing to successfully negotiate each stage, things that signal you are "on time" or "off time", and signs that you are having difficulty managing this stage. Barriers to managing each stage will be discussed, and the impact of "baggage" on successfully getting through a stage. Additional time will be spent on Middle Adulthood and Late Adulthood as these are stages that have shifted in the 21st century.

Learning Objectives

1. To define Human Growth & Development following a review of major theories of Human Growth & Development.
2. Discuss the Family Life Cycle /Stages of Life from Birth to 18 months, Early Childhood to 3 years; Play ages 3- 5; School age 6-12; Adolescence 13-18, Young Adulthood 18-35; Middle Adulthood 35-55; and Late Adulthood 55- and beyond.
3. Discuss transitions and dealing with crisis at every state; and
4. Identify the impact of Baggage, if you get stuck, how to move to the next stage.

How to Keep from Living a Lopsided Life

Number of CEs: 2.0



Life is made up of relationships at home and relationships at work. When one side of your life is not going well, it impacts the other side of your life. This can ultimately make you unhappy. What makes your work relationships go well? How do you manage difficult people and difficult supervisors? How do you get through the day? What is your work style? What are the strengths and weaknesses of your workstyle? How are your relationships at home with a significant other, children and friends? What are the strengths of your relationship style? How do you balance your work and home life? Tips for keeping your life from being lopsided will be covered in this workshop.

Learning Objectives

1. Discuss the significance of Work /Home Relationship balance.
2. Identify barriers to finding a Work/ Home balance.
3. Identify and explore your work style, strengths, and weakness.
4. Explore, identify, and understand your relationship style, and your love language.
5. Plan to balance work and home relationships better.

Presenter Dr. Kilolo K. Ajanaku

Cooperative Communication Skills: How to Have a Great Conversation

Number of CEs: 2.0

Communications influence all factors of our lives from daily interactions, with strangers on the street, at home, in the community, at work and in our personal social relationships. The way we communicate reflects who we are and the way we set up relationships with those around us. Effective communication skill building is designed to address the range of communications with a focus on meaning and reason, recognizing communications styles, naming barriers to communications and how to have a great conversation. Effective communication skills are critical in many walks of life including:

- Developing and keeping friendships
- Participating in the community
- Being effective in educational settings
- Parenting successfully
- Finding a job
- Succeeding in the workplace
- Maintaining intimate relationships

Learning Objectives

1. To assist participants to become aware of and honest about their intentions.
2. To provide participants the opportunity to demonstrate and develop their ability to listen and speak with meaning and reason.
3. To provide participants with communications strategies designed for them to become more active listeners in sharing and striving to understand self and the speaker.
4. To develop interpersonal skills to communicate with others under different circumstances.

Health & Wellness Self-Care Skills

Number of CEs: 3.0

Wellness is not the absence of disease, illness, and stress but the presence of:

- Purpose in life
- Active involvement in satisfying work and play,
- Joyful relationships



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- A healthy body and living environment, and
- --The presence of happiness

Wellness is a conscious, deliberate process that requires a person to become aware of and make choices for a more satisfying lifestyle. A wellness lifestyle includes a self-defined balance of health habits such as adequate sleep and rest, participation in meaningful, productive activity, good nutrition and physical activity, social contact, and supportive relationships. It is important to note that this balance is self-defined because everyone has individual needs and preferences, and the balance of activity, social contact, and sleep varies from person to person. Wellness is the process of creating and adapting patterns of behavior that lead to improved health in all the wellness dimensions.

Learning Objectives

1. To increase participant's knowledge in taking time for self-care and the importance of establishing a supportive community.
2. To introduce participants to strategies for coping with routine life stressors and taking things in stride.
3. To engage participants in learning meal planning and preparation, maintaining a positive mindset, and practicing mindfulness, Yoga, and self-reflection techniques.
4. To guide consumers in assessing their personal risk and resiliency traits and discuss the role each plays in coping with daily stresses.

Anger Management Coping Skills in Time of Pandemic

Number of CEs: 3.0

The overall aim of the Anger Management Coping Skills Workshop is to assist participants understand, recognize, and accept responsibility for his/her anger and develop relevant and effective alternatives. This group deals with separate bits of anger, all of which are linked together to provide information about anger and how to cope and overcome anger triggers and challenges. The definition of anger used in the workshop is: Anger is an emotional response to a perceived threat, loss, injustice/unfairness, and/or frustration.

Learning Objectives

1. To define what anger is, recognize the physical effects of anger on the body, and how to exercise quick control of angry feelings.
2. To discuss the causes and triggers of anger and reach an objective view on how they are seen when they are angry.
3. To express present feelings of anger, identify coping strategies and develop a plan to change or overcome anger.
4. To learn how to regulate their emotion and better cope with situations of change and acceptance.

Presenter Dr. Nickelson “Nick” Battle

Ethics and Advocacy: Working with Homeless LGBT Clients

Number of CEs: 1.0

Legal and ethical issues are often disregarded when working with the homeless population. Treatment is often started without authorization, and due to the need to engage clients with services, confidentiality presents issues when working with untrained shelters' staff. This presentation will review legal, ethical and advocacy issues when working with the homeless population and the staff of shelters.



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Learning Objectives

1. Participants will be able to identify legal concerns of homeless LGBTQIA clients.
2. Participants will examine ACA Code of Ethics.
3. Participants will develop skills to address shelter staff.

The Impact of Trauma within the African American Population

Number of CEs: 3.0

Diversity is seen within traumatic experiences. This impacts the community on multiple levels. As counseling professionals, it is important that the counseling community is aware of cultural factors that are present and how it effects the work that we do with differing populations, including that of African Americans. Trauma in the African American population is embedded with social dissonance and compounded with historical factors. Johnson and Williams (2015) indicate the minority population in the United States (U.S.) is on the rise, but most counselors are Caucasian and English-speaking resulting in cross-racial/cross-cultural therapeutic relationships. It is believed that 50% of the U.S. population will be comprised of minorities by the year 2050 (Johnson & Williams, 2015). The increased minority population will require an increase in multicultural counseling competency among therapists if they are going to provide effective therapeutic interventions to an increasingly more diverse population (Johnson & Williams, 2015). Understanding the perceptual lens of the African American population, can increase effectiveness with working with differing cultures.

Learning Objective:

1. The counseling profession will be able to comprehend the factors that define trauma.
2. Counselors will display increase understanding as to how trauma manifest itself within the African American population.
3. Counselors will have increased knowledge regarding therapeutic interventions when working with the African American population.

Presenters Dr. Nickelson “Nick” Battle & Dr. Latonia Laffitte

Hyper Sexualization of Women of Color

Number of CEs: 3.0

The relationship between women of color and the United States has been tenuous at best. Dominant representations of Latin and Black women focus on and emphasize their breasts, hips, and buttocks (Guzman, Valdina, 2004). Since the arrival of the first slaves in the United States, women of color have been viewed as desired, but not desirable. During the colonial period, slave owners as a means of justifying their rape of Black women described them as having insatiable appetites for sex (Pilgrim, 2002). In his writings, abolitionist James Redpath (1859) wrote of female slaves, “slave women were gratified by the criminal



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advances of the Saxons”. It was also believed that as slaves were considered property, legally they could not be raped (Pilgrim, 2002).

For women of color, their understanding and view of their own femininity are in relation to the dominant constructions of Whiteness and femininity, constructs that deem women of color as being beyond the margins of socially acceptable femininity and beauty (Guzman, Valdina, 2004).

According to the ACA code of ethics (2014) counselors are not to condone or engage in discrimination we are also mandated to communicate information in ways that are both developmentally and culturally appropriate. Understanding that decisions are made based on the options one has and the options they perceive they have (Pilgrim, 2002); prostitutes, sluts, and whores examines the role that the hyper sexualization of women of color has played in how they are perceived by the world, how they perceive themselves, and how they perceive themselves in the world. This knowledge is important because many women of color often wish to be lighter because of the perception that women of a lighter hue have more and better access to social, professional, and educational opportunities, these beliefs based on the color of their skin, have a direct impact on their psychological well-being (Stephens & Thomas, 2014).

Learning Objectives

1. Participants will gain an understanding of the role that the hyper-sexualization of women of color has played in how they are perceived by the world, how they perceive themselves, and how they perceive themselves in the world.
2. Participants will enhance their cultural awareness with regards to the complexities that women of color deal with daily in navigating society, caring for themselves, their families, and defining themselves as women in a society that perceives them as being desired, but not desirable, due to the constructs of Whiteness and femininity, constructs that deem women of color as being beyond the margins of socially acceptable femininity and beauty.
3. Participants will develop skills to assist them in working and empowering this population in therapy.

Presenter Dr. Latonia Laffitte

Common Challenges: Military to Civilian Life

Number of CEs: 3.0

Department of Defense and the Department of Veteran Affairs prioritizes the transitional process of service members/veteran as high as many service members/veterans may experience stress related challenges and disorders during this time. This presentation will highlight key areas that impacts the transitional process and contributes to the ongoing difficulties of adjusting to civilian life.

Learning Objectives

1. Participants will understand the challenges of transitioning service members/veterans.
2. Participants will gain insight on working with this population from a holistic approach.
3. Participants will be able to identify resources to supports transition service members/veterans.



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De-Andrea Blaylock-Solar, LCSW-S, CST

Holy Sex: Incorporating Spirituality into Sexuality through the Lens of the Black Church Number of CEs: 1.5

Often when we think of sexuality, spirituality is not the first thing that comes to mind. However, it's quite possible to incorporate the two. In this workshop, we'll explore this concept within the context of the Black Church and learn ways to incorporate spirituality into sexual practices. Finally, participants will be given the tools to create rituals for intimacy and closeness.

Learning Objectives:

1. Examine ways in which spirituality, specifically Christianity, has been separated from sexuality and further explore how it affects those influenced by the Black Church
2. Explore three ways to incorporate spirituality into sexual practices
3. Learn a tool to create rituals for intimacy and closeness

Dr. Alexis Speight

Mindful Living: A guided approach for Clinicians and their Clients

Number of CEs: 2

This training will help you to become more aware of yourself, others, and the world around you. The goal of mindfulness is to become more present in your life so that you can be the author and creator of your life story. You do not have to sit and wait for things to happen to you, instead you can create meaning, new thoughts, and new experiences with the practice of Mindfulness.

Learning Objectives

1. Define Mindfulness
2. Identify a target population to use Mindfulness with
3. Apply at least 2-3 Mindfulness Exercises into their lives and/or practice

Shannarese Sims MA, LGPC

Mindfulness of Emotions and the Body

Number of CEs: 2

Describe the program content:

Our bodies cannot distinguish the difference between emotional and physical pain or danger. When the sympathetic nervous system is constantly activated, it creates a psychological domino effect impacting the cardiovascular, respiratory, and muscular systems. Prolonged effects can take a toll on one's health. After intense emotional or traumatic experiences, one must recalibrate the alarm system by refocusing on the body and becoming present and self-aware about one's feelings. According to Price and Hooven (2018), mindfulness increases tolerance of one's thoughts and feelings and facilitates the unlinking of uncomfortable observations from scripted unregulated responses. This workshop will explore ways to increase sensitivity to internal states that can shape self-understanding, decision-making processes, and behavior that underlie regulation.



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Learning Objectives

1. Participants will learn about the ways in which trauma interrupts the interaction of bodily systems.
2. Participants will gain an understanding of the immediate and long-term effects of somatic symptoms of emotional experiences.
3. Participants will explore ways to connect to the centeredness of their existence by way of Interoceptive Awareness.
4. Participants will review mindfulness techniques and interventions to learn how to tolerate intense feelings and release emotions appropriately.

BIOS

Our presenters are certified in their specialty or field and have extensive experience conducting workshops that are informative, inspirational, and educational. Most are practitioners and are adept at demonstrating application of the principles and tools in day- to-day practice.

Dr. Bridgette Chase, EdD, LPC, LMFT, MAC, SAP

A native of Statesville, North Carolina, Bridgette Chase received a Bachelor of Science degree in Business Administration and Accounting from Livingstone College in Salisbury, N.C. Dr. Chase continued her academic pursuits, obtaining a Master of Arts in Counseling with a specialty in Family and Mental Health Counseling from the University of the District of Columbia in 1996. In this same year, Dr. Chase secured her license as a Professional Counselor and was certified in 2001 as an Addiction Counselor. In 2009 Dr. Chase secured her licensure as a Marriage and Family Therapist. She is a member of Alpha Kappa Alpha Sorority, Inc., the American Counseling Association, and the American Association of Christian Counselors. Dr. Chase completed her doctoral degree majoring in Counseling Psychology at Argosy University.



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Dr. Chase is a dedicated counselor, administrator, program developer, and entrepreneur. She has more than twenty years of experience in the clinical discipline, including crisis, substance abuse, family, and individual counseling. For seven years, Ms. Chase worked in the juvenile justice system and residential treatment facilities with dually diagnosed adolescents. She has extensive knowledge and experience with case management and diagnostic/treatment procedures. Diversified in her abilities, she also designs, markets, and directs service programs in the community and church.

Dr. Chase is an active member of the Greater Mt. Calvary Holy Church, pastored by Bishop Alfred A. and Co-Pastor Susie C. Owens where she taught Christian Counseling in the church's Calvary Bible Institute for five years and served for three as its Director of Counseling Services. During her tenure, she both developed and instituted its first Clinical Christian Counseling Center. Dr. Chase has also developed and instituted numerous workshops for members of the church, staff, and community, including "Clarifying the Need for Forgiveness," "Managing and Understanding Anger," "Boundaries," and "Making Peace with Your Past."

In 1997, Dr. Chase founded Open Door Ministries, Inc., a non-profit 501C organization and private practice that specialize in faith-based counseling, training, and consulting. Additionally, as the founder & CEO of the School of Professional Counseling, Inc., and a for-profit organization established in 2000, Dr. Chase developed a model Lay Counseling Training Program. This program teaches counseling skills from a Christian perspective to both secular and Christian communities. It currently operates as a one-year, non-degree program offering certification in Lay Counseling. Dr. Chase hopes to mature this program into an accredited two-year associate degree program in Christian Counseling and offer continuing education credits to licensed clinical professionals interested in Christian-based workshops and trainings. In 2008 Chase Consulting LLC was organized to compete for governmental contracts, and to provide consultation to new non-profits and organizations.

In 2020, Dr. Chase founded Chase Counseling and Consulting Services (CCCS) is a community-based organization located in Washington, DC that provides clinical counseling to families, individuals, groups, and faith-based organizations in the metropolitan area. CCCS offers diagnostic assessments, marriage and family therapy, substance-use-disorder counseling (SUD), Christian counseling, and career and transitional counseling and currently serves over 100 clients. Additionally, CCCS provides clinical supervision, clinical training, and continuing education (CE) credits.

Chase Consulting LLC is dedicated to the "Care of Souls: Nurture, Support, Healing and Restoration". Dr. Chase is committed to serving and advocating for the underserved population in Washington DC and surrounding areas.

In keeping with this theme, Dr. Chase travels doing consultant work, training churches, and birthing lay ministries that focus on counseling both in the community and church. Dr. Chase's future includes the launch of a behavioral health clinic, residential facility for adolescent, adult females, and homeless Veterans. Dr. Chase is currently working on the outline for her first book, she constantly shares with others how excited she is regarding the word and the work our God has given her.

Dr. Kilolo K. Ajanaku, DSPR, MPA, BS SpEd

Kilolo K. Ajanaku, DSPR, MPA, BS Special Education, has multidisciplinary study and practice in psychosocial basic research, public administration, special education, and integrative nutrition. She is the tenth of twelve children born to Rev. Evan and Lillie Walker; was born and reared in Oklahoma. She presently lives in College Park, Maryland, is mother of four adults, and grandmother, great grandmother of four.

Her vision is to end poverty, "racial" hatred, crime and ineffective education in her lifetime. She is an experienced teacher, instructor and group facilitator, having taught Effective Communications, Coping Skills



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& Anger Management, Conflict Resolution, Self-Esteem, Leadership Skills, Relationship Skills, Nurturing Parenting Training, Writing & GED Study Skills, Foster care, and Life Skills,

Dr. Kilolo has over 40 years working with youth and families in the District of Columbia, Maryland, Pennsylvania, Oklahoma and California. Her education background includes the Institute of Integrative Nutrition, in New York, NY, March 2019; The National Leadership Consortium on Developmental Disabilities, University of Delaware, 2008. She has a Master of Public Administration from Baruch College, City University of New York, 1986, and a Bachelor of Science in Special Education/EMR, Oklahoma State University, 1975. She received an Honorary Doctorate in Social Phenomenal Research, 2000, Greater Works Biblical College of Divinity in Atlanta, GA. She is recipient of the National Urban Fellow, 1984-85, and the MacArthur Foundation Mid-Career Fellowship, 1980.

Dr. Kilolo has established several youth programs in Oklahoma City, OK, Philadelphia, PA and Washington, DC Metropolitan. She co-developed the Suicide Prevention Plan for troubled youth in DC, which became a national model for suicide prevention in juvenile institutional facilities. She also co-authored the New Foundation Training Program for college professors and incoming students at Langton University, Oklahoma, 2000-2005.

Dr. M. Nickelson “Nick” Battle, Jr, LPC, CCMHC, NCC, MHC

Dr. M. Nickelson Battle, Jr., BC-TMH, LPC (DC/VA), LCPC (MD) - Managing Director, Clinical Operations of The Bridges Wellness Group, is a licensed counselor and clinical supervisor in Virginia, Maryland, and the District of Columbia. He is certified by the National Board of Certified Counselors as a Telehealth professional and holds a Doctor of Education in Counseling Psychology from Argosy University and a BS in Psychology and a Master of Science Degree in Psychology with a specialization in Leadership Coaching and Development from Capella University.

Dr. Nick’s approach to psychotherapy and counseling is based on Dr. William Glasser’s Reality Therapy. Reality Therapy focuses on the three R’s realism, responsibility, and right-and-wrong, rather than symptoms of mental disorders. By utilizing Reality Therapy approaches Dr. Nick works with the client to focus on their here-and-now actions to learn to use new skills, behaviors, actions in order to develop their problem-solving skills.

In addition to his work in private practice, he is a member of Iota Phi Theta Fraternity, Inc., serves on several boards, and works with various non-profits in the Washington metropolitan area.

Dr. Nick’s professional affiliations include both the American Counseling and Psychological Associations, Maryland Counseling and Psychology Associations, and The Black Doctoral Network.



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Dr. Latonia Laffitte, NCC, BC-TMH, LPC, LCPC

Dr. Latonia Laffitte, NCC, BC-TMH, LPC (DC), LCPC (MD) – is the Managing Director, Operations for The Bridges Wellness Center. She is a licensed counselor and clinical supervisor in Maryland and the District of Columbia. She is certified as a National Certified Counselor and a Distance Credentialed Counselor. She earned her doctorate from Argosy University in Counseling Education and Supervision. Her research focus includes military/veterans, trauma, and justice-involved populations.

Dr. Laffitte has worked closely with people of various backgrounds, ethnicities, and spiritual beliefs in private practice and in various military/government, and community settings. As a clinician, she believes the client is the expert on their lives; therefore, counseling is designed around the clients' needs. It is important to meet clients where they are to facilitate the growth or changes, they desire.

Dr. Laffitte's clinical background and training include working with clients who experience PTSD, grief and loss, depression, trauma, sexual and physical abuse, relationship, divorce, anger management, and anxiety. She believes in person-centered counseling where the therapist's role is to be fully present and authentic. However, she utilizes a Cognitive Behavioral Therapy (CBT) and Solution Focus Therapy (SFT) approach. She believes it is important to identify the problem and implement goals to achieve the desired results. She collaborates with clients to create a treatment plan to attain their goals.

Additionally, Dr. Laffitte has presented locally and nationally on military issues, advocacy for marginalized populations, and careers.

Dr. Sophia Ogunlana, EdD, LPC, LCPC

Dr. Sophia A. Ogunlana is a native Marylander who is married with two children. She holds a bachelor's in psychology (with a concentration in Mental Health) and a minor in Religion from High Point University. As a proud alumnus of Capital Bible Seminary, she holds a Masters in Christian Counseling and a Doctorate in Counseling Psychology with a concentration in Counselor Education and Supervision from Argosy University. Dr. Ogunlana completed an internship with the National Institute of Mental Health (NIMH) where she worked with patients with a childhood onset of Obsessive-Compulsive Disorder and Pediatric Autoimmune Neuropsychiatric Disorders Associated with Streptococcal Infections (P.A.N.D.A.S.). She has presented locally and nationally (Johns Hopkins University, Bowie State University, NIMH, the Art Institute of Washington, and American Association of Behavioral and Social Sciences) on the following topics: Women and Minorities Issues, and the Role of Father Involvement, Rates of Rheumatic Fever in the Families of Patients with P.A.N.D.A.S./Sydenham's chorea, Thriving and Surviving a Doctoral Counseling Program, and Transitioning from a Master's to a Doctoral Counseling Program. As a co-author of the book entitled "Selecting and Surviving a Doctoral Program in Counseling," she seeks to further research and find resources for counseling students. She holds an LPC and LCPC and has served in the Mental Health field for many years. Education: Ed.D., Argosy University, Counseling Psychology; M.A., Capital Bible Seminary, Christian Counseling; B.S., High Point University, Psychology

Dr. Rhonda Jeter, PhD



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Dr. Rhonda F. Jeter is currently Professor and Dean of the College of Education at Bowie State University. Prior to this appointment, she was the Associate Dean for Accreditation and International Programs. Before this appointment, she was chair of the Department of Counseling at Bowie State University for 8 years. She earned her B.S. degree in Communications at Taylor University. Dr. Jeter taught for three years at the high school level in Philadelphia. She earned a M.S. in Family Therapy at University of Maryland. Subsequently she received her Ph.D. in Professional and Scientific Psychology from University of Pennsylvania. Dr. Jeter taught at UMES for ten years in the master's Program in Counseling. During the 1998-1999 she was a Visiting Professor at George Washington University. Dr. Jeter does research and has presented nationally on current topics in counseling and education such as leadership, relationships, adult development, and dissertation survival. Dr. Jeter is LCPC, NCC, and an Approved Licensed Clinical Professional Counselor Supervisor in Maryland.

De. Alexis Speight, EdD, LPC, LCPC

Dr. Speight is a Licensed Professional Counselor who received her Doctorate in Counseling Psychology in 2017. She currently works as a Mental Health Supervisor for the Arlington County Government and has a private practice where she sees clients in the DMV for a variety of reasons. Specific populations she works with are those who have experienced Depression, Anxiety, Trauma, and Relationship issues. Dr. Speight is trained in CBT, DBT, CPT, and Trauma Informed Care.

De-Andrea Blaylock-Solar, LCSW-S, CST

Sexuality and Relationship Therapist

De-Andrea Blaylock-Solar (she/her) is Missouri's first Black Certified Sex Therapist and a supervisor for social workers seeking clinical licensure. As a graduate of Saint Louis University, she majored in social work and minored in theology before completing a Master of Social Work degree at Washington University in St. Louis. As the owner of Sankofa Sex Therapy, LLC, she works with individuals and those in all types of relationships and also provides therapy from a Christian perspective when requested. She conducts workshops about sexuality and intimacy and is a member of the Leadership Collective of the Women of Color Sexual Health Network. She also serves as a Facilitator with Theater of War Productions, completing two off-Broadway runs of the critically-acclaimed *Antigone* in Ferguson. In addition to being #YourFavoriteSexTherapist, she is a hunter of fabulous earrings and a baby sneakerhead.

Shannarese Sims, MA, LGPC

Reesie Sims is a Licensed Graduate Professional Counselor (#LGPC00695) based in Washington, DC. She practices under the supervision of Dr. Bridgette Chase (Chase Consulting Services, LLC) and specializes in issues stemming from interpersonal violence, sexual abuse, trauma, PTSD, and anxiety. Reesie holds a Master of Arts in Counseling Psychology from Bowie State University. Her undergraduate education took place at The Ohio State University where she earned a Bachelor of Science in Human Ecology/Community Health. With professional experience in survivor-centered program development, crisis intervention and response, psychosocial case-management services, sexual assault support services, and group facilitation, Reesie strives to address the wellbeing of trauma survivors.



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