



2019 ACCA Annual Conference Program Guide

| Thursday, February 7, 2019 | | | |
|----------------------------|----------|---|------------------|
| Start Time | End Time | Event | Room Assignment |
| 7:30 AM | 5:00 PM | 2019 ACCA Conference Registration | Bayview Foyer |
| 8:00 AM | 10:30 AM | Coffee Break | Bayview Foyer |
| 8:30 AM | 10:00 AM | Advanced Topics of College Counseling - Triage and Clinic Flow | Mission I |
| 8:30 AM | 12:00 PM | Clinical Competency in Trauma | Crown Point |
| 8:30 AM | 12:00 PM | Meeting Increased Clinical Demand with a 3 Session Wellness Workshop Series | Mission II |
| 10:30 AM | 12:00 PM | Advanced Topics of College Counseling - Clinical Supervision | Mission I |
| Lunch on your own | | | |
| 1:30 PM | 3:00 PM | Advanced Topics of College Counseling - Group Therapy | Mission I |
| 1:30 PM | 4:30 PM | Developing an Animal-Assisted Therapy Program on a College Campus | Mission II |
| 1:30 PM | 4:30 PM | Elements of a Successful Training Program in College Counseling Centers | Crown Point |
| 3:30 PM | 5:00 PM | Advanced Topics of College Counseling - Leadership in Higher Education | Mission I |
| 6:00 PM | 8:00 PM | Graduate Student and New Professional Reception | Sunset Court |
| Friday, February 8, 2019 | | | |
| Start Time | End Time | Event | Room Assignment |
| 7:30 AM | 5:00 PM | 2019 ACCA Conference Registration | Bayview Foyer |
| 8:30 AM | 10:00 AM | 2019 ACCA Conference Opening Keynote – Christine Moutier | Regatta Pavilion |
| 10:00 AM | 10:30 AM | Networking Break | Regatta Pavilion |
| 10:30 AM – 12:00 PM | | Counseling Our Transgender Students: Clinical, Ethical, and Affirming Intersectional Practice | Mission I |
| | | Bridging the Gap - Identifying and Addressing the Unique Needs of Community College Students Transferring to Four-Year Institutions | Mission II |
| | | Using a Large Scale Outreach Screening Event to Promote Wellness, Connect Students with Treatment, and Increase Counseling Center Visibility | Crown Point |
| | | Conduct meets Counseling: Conundrum, Conflict or Cooperation? | Bayview I |
| | | Short-Term Psychophysiological Interventions in College Counseling | Bayview II |
| | | The free-flowing counseling center: A new paradigm for managing high client demand by placing fewer restrictions, practicing less control and offering more immediate and individualized response | Bayview III |
| | | Identity Based Stress and Developmental Trauma in African-American College Student-Athletes: Considerations for Assessment and Screening | Belmont |
| | | Addressing Non-Suicidal Self-Injury in veteran populations in college | Mariner Point |
| 12:00 PM | 1:30 PM | ACCA Business Lunch – Open to All Attendees | Regatta Pavilion |

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|-----------------------------------|--|---|------------------------|
| 1:30 PM - 3:00 PM | | Facilitating Successful Groups for Immigrants and Other Underrepresented Students in Urban College Settings | Mission I |
| | | Shared Supervision: Strategies to promote an effective working relationship between site and faculty supervisors to enhance graduate student intern development | Mission II |
| | | Peer Impact on Student Mental Health - A college embedded model | Crown Point |
| | | A Multidimensional Understanding of Effective University and College Counseling Center Organizational Structures | Bayview I |
| | | Human Sexuality Counseling Competency for College Populations: Apply the Life Course Health Development Model | Bayview II |
| | | The Technological Self: A Developmental approach to Technology, Culture, and Counseling | Bayview III |
| | | Helping the Transition: Understanding the Experiences of Latinx First-Generation College Students Who Transferred from Community Colleges | Belmont |
| | | Bibliotherapy and Group Counseling with African American College Students | Mariner Point |
| 3:00 PM | 3:30 PM | Networking Break | Regatta Pavilion |
| 3:30 PM - 5:00 PM | | An Internship Primer: How to Set up an Internship Program in your Community College Counseling Center | Mission I |
| | | 3A Toolkit: Supporting Integration and Regulation in Postsecondary Students | Mission II |
| | | Growing a Campus-Wide Mental Health Task Force From the Ground Up | Crown Point |
| | | Distance Counseling: Ethical and Philosophical decisions | Bayview I |
| | | Wellness, prevention, early intervention and case management support for graduate students: Three models from across the University of California system | Bayview II |
| | | How Trauma Impacts the Academic Success of Traditional First Year Undergraduate College Students. | Bayview III |
| | | Enhancing Inclusive Counseling Interventions: Understanding the Role of Parents in the Success of Black Male College Students | Belmont |
| | A Framework for Conceptualizing Social Class as a Diversity Factor on College Campuses | Mariner Point | |
| 6:00 PM | 8:00 PM | 2019 ACCA Conference Opening Reception | Banyan Court |
| Saturday, February 9, 2019 | | | |
| Start Time | End Time | Event | Room Assignment |
| 7:30 AM | 5:00 AM | 2019 ACCA Conference Registration | Bayview Foyer |
| 7:30 AM | 9:00 AM | ACCA Conference Breakfast | Regatta Pavilion |

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|---------------------|--|--------------------------|------------------|
| 8:30 AM - 10:00 AM | Community College Roundtable | | Mission I |
| | CHAT (Creating Healthy Actions Together) –An informal support group for International Graduate Students | | Mission II |
| | The Experiences of Latinx First-Generation College Students Involved in Greek Life | | Crown Point |
| | What is all this talk about Mindfulness | | Bayview I |
| | Making Connections While Meeting Mental Health Needs of Minority Students on College Campuses | | Bayview II |
| | Clients Living with Chronic Health Conditions and/or Invisible Disease: considerations for effective therapeutic work and case conceptualization | | Bayview III |
| | A Three Tier Counseling Model in Residence Hall Communities | | Belmont |
| | "Why Not Our Counseling Center?" Successfully Recruiting African American Therapists, A Pilot Study | | Mariner Point |
| 10:00 AM | 10:30 AM | Networking Break | Regatta Pavilion |
| 10:30 AM - 12:00 PM | The Complexity of Treating Eating Disorders | | Mission I |
| | Wellness and Prevention with Champagne Dreams on a Beer Budget | | Mission II |
| | Serving Veterans on Campus and their Intersectional Identities | | Crown Point |
| | Creative Outreach Programming: Single Servings - Treating Students to Wellness | | Bayview I |
| | The MOVE Forward program: Applying Acceptance and Commitment Therapy in a group format to increase student resiliency | | Bayview II |
| | Tips for Addressing Anxiety From Societal Pressures of Success With Millennials | | Bayview III |
| | The Nuance of Mentoring: Your Secret Weapon to Success | | Belmont |
| | Transgender and Gender Variant Counselors-in-Training and Their Supervisors | | Mariner Point |
| 12:00 PM | 1:30 PM | Advocacy Panel and Lunch | Regatta Pavilion |
| 1:30 PM - 3:00 PM | The Impact of the Coach-Athlete Relationship: Implications for Student-Athlete Well-Being and Therapeutic Practice | | Mission I |
| | Leveraging the power of peers in promoting mental health | | Mission II |
| | The Counselor is Out of the Office and in the Classroom: Utilizing Classroom-Based Interventions at the Community College | | Crown Point |
| | Every Modality Deserves Respect: EMDR and the new possibilities for College Counseling Centers | | Bayview I |
| | A Development Perspective on Sleep in Emerging Adults: Interventions for College Counseling Practice | | Bayview II |
| | Utilizing Mixed Media to Assist College Students to Process Trauma and Set Positive Strength-Based Goals | | Bayview III |
| | How To Create an (AAPI)phany At Your University: Creative Programming to Support Asian American Pacific Islander (AAPI) Students | | Belmont |
| | Unpacking Dreams and Reality: Creative Group Approaches for Students Upon Re-Entry to Campus After Study Abroad | | Mariner Point |
| 3:00 PM | 3:30 PM | Networking Break | Regatta Pavilion |




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|----------------------------------|--|-----------------------------------|------------------------|
| 3:30 PM - 5:00 PM | Out With the Millennials in With Gen Z | | Mission I |
| | An environmental and systemic approach to promoting student resilience: Perspectives from a Historically Black College and University | | Mission II |
| | Peers Supporting Peers: A Creative Method for College Student Advancement | | Crown Point |
| | Self-Care: A Responsibility to Self, Colleagues and Clients | | Bayview I |
| | Mental Health Peer Educator Program: Developing a Positive Mental Health Campus Culture | | Bayview II |
| | How to Solve the Rubik's Cube and Learn Mindfulness to Manage Stress | | Bayview III |
| | "What Does Your Counseling Center Say About You?" | | Belmont |
| | More Than a Sticker. Understanding and Advocating for LGBTQ+ Safe Zone | | Mariner Point |
| 5:00 PM | 6:00 PM | ACCA Conference Poster Session | Mission III |
| Sunday, February 10, 2019 | | | |
| Start Time | End Time | Event | Room Assignment |
| 7:30 AM | 12:00 PM | 2019 ACCA Conference Registration | Bayview Foyer |
| 7:30 AM | 9:00 AM | ACCA Conference Breakfast | Regatta Pavilion |
| 8:30 AM - 10:00 AM | Augmentative Mental Health Services for Former Foster Youth: A Collaborative Effort Between SDSU C&PS and Guardian Scholars | | Mission I |
| | Building Self-Concept with Students with LD: Implications for College Counselors | | Mission II |
| | Introduction to CAS Standards for Counseling Services: Uses for the College Counseling Centers | | Bayview II |
| | Destigmatizing Mental Health in Athletes | | Bayview I |
| | Using a Large Scale Outreach Screening Event to Promote Wellness, Connect Students with Treatment, and Increase Counseling Center Visibility | | Bayview II |
| | "The Suicide Paradox": Examining the Impact of Relationships and Mental Health in College Students and How We Can Help | | Bayview III |
| 10:00 AM | 10:30 AM | Networking Break | Reggatta Pavilion |
| 10:30 AM - 12:00 PM | A tale of two initiatives: The Saskatchewan experience with improving access to mental health care | | Mission II |
| | Lonely Campus Lonely Country | | Bayview I |
| | Raising self-awareness and self-examination to deepen cultural humility | | Bayview II |
| | Non-Traditional Counseling Interventions: Hypnotherapy and Neuro Linguistic Programming in College Counseling | | Bayview III |
| | Normal Is Soooo Overrated: Decreasing the Stigma of Mental Health Issues on Community College Campuses | | Mission I |

Please note that ACCA is an approved provider for continuing education credits. The number of credits is related directly to time (3 Hour Session = 3 Credits, 90 Minute Session = 1.5 Credits, etc.). Use the chart below to see the type of continuing education that each breakout session has been approved for.

| Session Title | APA | NASW | NBCC |
|---|-----|------|------|
| Thursday, February 7, 2019 | | | |
| ATCC - Triage | X | X | X |
| Clinical Competency in Trauma | X | X | X |
| Meeting Increased Clinical Demand with a 3 Session Wellness Workshop Series | X | X | X |
| ATCC - Clinic Supervision | X | X | X |
| ATCC - Group Therapy | X | X | X |
| Elements of a Successful Training Program in College Counseling Centers | X | X | X |
| Developing an Animal-Assisted Therapy Program on a College Campus | X | X | X |
| ATCC - Leadership in Higher Education | X | X | X |
| Friday, February 8, 2019 | | | |
| Keynote Speaker - Christine Moutier | X | X | X |
| Conduct meets Counseling: Conundrum, Conflict or Cooperation? | | X | X |
| Short-Term Psychophysiological Interventions in College Counseling | X | X | X |
| The free-flowing counseling center: A new paradigm for managing high client demand by placing fewer restrictions, practicing less control and offering more immediate and individualized response | X | X | X |
| Identity Based Stress and Developmental Trauma in African-American College Student-Athletes: Considerations for Assessment and Screening | X | X | X |
| Using a Large Scale Outreach Screening Event to Promote Wellness, Connect Students with Treatment, and Increase Counseling Center Visibility | X | X | X |
| Addressing Non-Suicidal Self-Injury in veteran populations in college | X | X | X |
| Counseling Our Transgender Students: Clinical, Ethical, and Affirming Intersectional Practice | X | X | X |
| Bridging the Gap - Identifying and Addressing the Unique Needs of Community College Students Transferring to Four-Year Institutions | X | X | X |
| A Multidimensional Understanding of Effective University and College Counseling Center Organizational Structures | X | X | X |
| Human Sexuality Counseling Competency for College Populations: Applying the Life Course Health Development Model | X | X | X |
| The Technological Self: A Developmental approach to Technology, Culture, and Counseling | X | X | X |
| Helping the Transition: Understanding the Experiences of Latinx First-Generation College Students Who Transferred from Community Colleges | X | X | X |
| Peer Impact on Student Mental Health - A college embedded model | | X | X |
| Bibliotherapy and Group Counseling with African American College Students | X | X | X |
| Facilitating Successful Groups for Immigrants and Other Underrepresented Students in Urban College Settings | X | X | X |
| Shared Supervision: Strategies to promote an effective working relationship between site and faculty supervisors to enhance graduate student intern development | | X | X |
| Distance Counseling and Animals on Campus: Ethical and Philosophical Decisions | X | X | X |
| Wellness, prevention, early intervention and case management support for graduate students: Three models from across the University of California system | X | X | X |

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| How Trauma Impacts the Academic Success of Traditional First Year Undergraduate College Students. | X | X | X |
| Enhancing Inclusive Counseling Interventions: Understanding the Role of Parents in the Success of Black Male College Students | X | X | X |
| Growing a Campus-Wide Mental Health Task Force From the Ground Up | X | X | X |
| A Framework for Conceptualizing Social Class as a Diversity Factor on College Campuses | X | X | X |
| An Internship Primer: How to Set up an Internship Program in your Community College Counseling Center | | X | X |
| 3A Toolkit: Supporting Integration and Regulation in Postsecondary Students | X | X | X |
| Saturday, February 9, 2019 | | | |
| What is all this talk about Mindfulness | X | X | X |
| Making Connections While Meeting Mental Health Needs of Minority Students on College Campuses | X | X | X |
| Clients Living with Chronic Health Conditions and/or Invisible Disease: considerations for effective therapeutic work and case conceptualization | X | X | X |
| A Three Tier Counseling Model in Residence Hall Communities | X | X | X |
| The Experiences of Latinx First-Generation College Students Involved in Greek Life | | X | X |
| "Why Not Our Counseling Center?" Successfully Recruiting African American Therapists, A Pilot Study | | X | X |
| Community College Roundtable | | X | X |
| CHAT (Creating Healthy Actions Together) –An informal support group for International Graduate Students | X | X | X |
| Creative Outreach Programming: Single Servings - Treating Students to Wellness | X | X | X |
| The MOVE Forward program: Applying Acceptance and Commitment Therapy in a group format to increase student resiliency | X | X | X |
| Tips for Addressing Anxiety From Societal Pressures of Success With Millennials | X | X | X |
| The Nuance of Mentoring: Your Secret Weapon to Success | X | X | X |
| Serving Veterans on Campus and their Intersectional Identities | X | X | X |
| Transgender and Gender Variant Counselors-in-Training and Their Supervisors | X | X | X |
| The Complexity of Treating Eating Disorders | | X | X |
| Wellness and Prevention with Champagne Dreams on a Beer Budget | | X | X |
| Advocacy Lunch - Supporting Student Success in College through a Focus on Holistic Wellness | | | X |
| Every Modality Deserves Respect: EMDR and the new possibilities for College Counseling Centers | X | X | X |
| A Development Perspective on Sleep in Emerging Adults: Interventions for College Counseling Practice | X | X | X |
| Utilizing Mixed Media to Assist College Students to Process Trauma and Set Positive Strength-Based Goals | X | X | X |
| How To Create an (A)APIphany At Your University: Creative Programming to Support Asian American Pacific Islander (A)API Students | X | X | X |
| The Counselor is Out of the Office and in the Classroom: Utilizing Classroom-Based Interventions at the Community College | X | X | X |
| Unpacking Dreams and Reality: Creative Group Approaches for Students Upon Re-Entry to Campus After Study Abroad | X | X | X |
| The Impact of the Coach-Athlete Relationship: Implications for Student-Athlete Well-Being and Therapeutic Practice | X | X | X |

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| Leveraging the power of peers in promoting mental health | | X | X |
| Self-Care: A Responsibility to Self, Colleagues and Clients | | X | X |
| Mental Health Peer Educator Program: Building a Mental Health Culture at a Community College | X | X | X |
| How to Solve the Rubik's Cube and Learn Mindfulness to Manage Stress | X | X | X |
| "What Does Your Counseling Center Say About You?" | X | X | X |
| Peers Supporting Peers: A Creative Method for College Student Advancement | X | X | X |
| More Than a Sticker. Understanding and Advocating for LGBTQ+ Safe Zone | X | X | |
| Out With the Millennials in With Gen Z | X | X | X |
| An environmental and systemic approach to promoting student resilience: Perspectives from a Historically Black University | X | X | X |
| Saturday, February 10, 2019 | | | |
| Destigmatizing Mental Health in Athletes | | X | X |
| Introduction to CAS Standards for Counseling Services: Uses for the College Counseling Centers | X | X | X |
| "The Suicide Paradox": Examining the Impact of Relationships and Mental Health in College Students and How We Can Help | X | X | X |
| Augmentative Mental Health Services for Former Foster Youth: A Collaborative Effort Between SDSU C&PS and Guardian Scholars | X | X | X |
| Building Self-Concept with Students with LD: Implications for College Counselors | X | X | X |
| Lonely Campus Lonely Country | X | X | X |
| Raising self-awareness and self-examination to deepen cultural humility | X | X | X |
| Non-Traditional Counseling Interventions: Hypnotherapy and Neuro Linguistic Programming in College Counseling | X | X | X |
| Normal Is Soooo Overrated: Decreasing the Stigma of Mental Health Issues on Community College Campuses | X | X | X |
| A tale of two initiatives: The Saskatchewan experience with improving access to mental health care | X | X | X |

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|  | <p>The American College Counseling Association is approved by the American Psychological Association to sponsor continuing education for psychologists. The American College Counseling Association maintains responsibility for this program and its content</p> |
|  | <p>ACCA has been approved by NBCC as an Approved Continuing Education Provider (ACEP No. 1024). Programs that do not qualify for NBCC credit are clearly identified. ACCA is solely responsible for all aspects of the programs</p> |
|  | <p>This program is Approved by the National Association of Social Workers (Approval # 886670699-8272) for 21 continuing education contact hours.</p> |

Pre-Conference Session Descriptions

Pre-conference sessions will be held on Thursday, February 7, 2019. Pre-registration is required to attend, inquire at the registration desk for availability.

Day: Thursday

Date: 2/7/2019

Room: Mission I

Time: 08:30 AM - 10:00 AM

Session Title: ATCC - Triage

Presenter(s):

Monica Osburn – North Carolina State University

Steffanie Grossman – University of North Texas

Abstract: Triage and Clinic Flow will explore different administrative and clinical structures to help avoid therapist burn out, wait lists and maximize clinic efficiency.

Learning Objectives:

- Participants will discuss different triage models
- Participants will review key items essential to a decision making during triage model selection
- Participants will identify the importance of assessing triage competency

Day: Thursday

Date: 2/7/2019

Room: Crown Point

Time: 09:00 AM - 12:00 PM

Session Title: Clinical Competency in Trauma

Presenter(s):

Rebecca Smith - Georgia Southern University

Abstract: This presentation will introduce an overview of trauma, the overall effects of trauma and how trauma impacts the body. An introduction to trauma and its effects will be provided in the beginning of the workshop. An overview of how trauma impacts the body will be provided before the end of the first half of the presentation. The second half of the presentation will be focused on helpful techniques and practical tools when working with clients who have had trauma. Practical tools and proper clinical techniques will be introduced. These tools and techniques can be used within the counseling session to help a client better understand trauma and begin the healing process. The presentation will also help participants learn how to prioritize appropriate challenges for their clients in order to minimize risk and increase client cooperation.

Learning Objectives:

- Participants will be able to recognize and describe the concepts of trauma.
- Participants will be able to describe and explain to a client how trauma affects the body.
- Participants will be able to analyze and select what resources and tools are appropriate to help regulate their client's emotions.
- Participants will be able to use and apply the practical tools provided in a counseling session with a client who has had trauma.

Day: Thursday

Date: 2/7/2019

Room: Mission II

Time: 09:00 AM - 12:00 PM

Session Title: Meeting Increased Clinical Demand with a 3 Session Wellness Workshop Series

Presenter(s):

Elizabeth Poloskov - California State University, Northridge

Abstract: Research indicates that college and university counseling centers encounter numerous concurrent issues including: 1) increased mental health severity and symptoms, 2) increased overall demand for services, 3) students and families who look primarily to universities to provide mental health and other supportive services, and 4) budgetary cutbacks that make growth in mental health staffing difficult. Over the past 5 years, there has been an increase in student report of depression, generalized anxiety, social anxiety and overall distress. The Emotional Wellness Workshops (Recognition Insight Openness- RIO, Anxiety Toolbox and Getting Unstuck) were created to address these concurrent concerns by increasing mental health service provision, reducing student wait times and managing large caseloads at college counseling centers. Over the course of 3 sessions, the wellness workshops provide psychoeducation and experiential exercises to a large number of students presenting for services at university counseling centers with a range of mental health concerns, including anxiety and depression. Collectively, the workshops include mindfulness, ACT, CBT and Schema based interventions all of which are well established empirically supported interventions that effectively treat a range of concerns. This presentation will review the components of the 3 separate workshops series and provide in vivo experiences of each workshop.

Learning Objectives:

- List 3 interventions in the workshops that are useful for students presenting with anxiety-related symptoms.
- List 3 interventions in the workshops that are useful for students presenting with depressive symptoms.
- Describe the role of referring clinician.
- List potential obstacles in facilitating a workshop and identify potential solutions to those challenges.
- Describe basic components of Acceptance Commitment Therapy

Day: Thursday

Date: 2/7/2019

Room: Mission I

Time: 10:30 AM - 12:00 PM

Session Title: ATCC - Clinic Supervision

Presenter(s):

Lisa Adams Somerlot – West Georgia University

Kathy Douthat – Pelissippi State Community College

Abstract: The purpose of this workshop is to explore the theory and practice of clinical supervision within a college counseling context. Historically, college counseling centers have been popular placements for clinicians-in-training due to the diversity of experience and quality of supervision. With that said, even in the college setting many counselors are being asked to take on the role of clinical supervisor with little formal training. In this workshop we will review the practice of existing theories of supervision and supervision modals. We will discuss structuring the supervision process to include components important to providing a comprehensive supervision experience for professionals and interns. Evaluation and assessment of supervisees will also be addressed.

Learning Objectives:

- Participants will be able to identify critical theory in clinical supervision
- Participants will be able to describe how to structure the supervision process
- Participants will be able to assess the developmental level of graduate interns

Day: Thursday

Date: 2/7/2019

Room: Mission I

Time: 01:30 PM - 03:00 PM

Session Title: ATCC - Group Therapy

Presenter(s):

Elena Yee – Alfred University

Steffanie Grossman – University of North Texas

Abstract: Group Therapy will explore how to effectively utilize group as a primary modality in college and university settings. While the majority of counseling centers report using groups as a treatment modality, it is often seen as a second class treatment by both counselors and clients. Running a successful group program in the college setting requires special considerations. In the past few years there has been more research and resources for group therapy in colleges and universities. This workshop will review the components of an effective group program, barriers to getting group started, member selection and preparation, and conjoint and concurrent therapies.

Learning Objectives:

- Participants will be able to explain the efficacy of groups in treating a wide range of presenting concerns to students and staff and will be able to design a group counseling program for their counseling center.

Day: Thursday

Date: 2/7/2019

Room: Crown Point

Time: 01:30 PM - 04:30 PM

Session Title: Elements of a Successful Training Program in College Counseling Centers

Presenter(s):

Richard Tyler-Walker - NC State University

Abstract: This half-day pre-conference program will highlight the essential elements of a strong training program. Clinical training is an essential part of every graduate program and College Counseling Centers are well positioned to offer comprehensive training to graduate students and young professionals. In addition, solid training programs are mutually beneficial in that they help College Counseling Centers meet their clinical demands while the center contributes to promoting the growth of the next generation of professionals. This interactive program will provide a comprehensive discussion around an interdisciplinary and interprofessional approach to training within the college counseling environment. This program will foster a conversation around the types of training programs and different disciplines, resources needed and resource allocation, practical tools for assessment, supervision, and training manuals, ethical considerations, multicultural considerations, supervision approaches and gatekeeping. The training program model discussed has cohorts at the master's level, pre-doctoral level, post masters level, and post-doctoral level from the disciplines of Counseling, Psychology and Social Work. It is essential to meet trainees where they are developmentally and have the resources available to meet their needs and the return on this investment of time, space and supervision for Counseling Centers can be significant.

Learning Objectives:

- Draw from current research and professional experience to identify the key elements of a comprehensive and successful training program within the college counseling center environment.
- Identify supervision approaches, resources and tools available to centers and staff to facilitate building on or improving their training programs.
- Explore the factors present and strategies to approach in an interdisciplinary training model.

Day: Thursday

Date: 2/7/2019

Room: Mission II

Time: 01:30 PM - 04:30 PM

Session Title: Developing an Animal-Assisted Therapy Program on a College Campus

Presenter(s):

Trent Davis - Virginia Tech

Abstract: Through an exploration of the clinical and practical concerns associated with the development and implementation of an Animal-Assisted Therapy program, the presenter will share their experiences of successfully developing an AAT program in a college counseling center. This presentation will include recommendations for application as well as a live role-play of a therapy dog working with a client.

Learning Objectives:

- Attendees will gain knowledge of relevant research on AAT and how to evaluate the effectiveness of interventions.
- Attendees will learn ethical, safe and effective AAT interventions and how adapt interventions to specific clinical populations and areas of interest.
- Attendees will gain an awareness of the potential barriers and solutions involved in the therapeutic application and inclusion of animals in clinical settings.

Day: Thursday

Date: 2/7/2019

Room: Mission I

Time: 03:30 PM - 05:00 PM

Session Title: ATCC - Leadership in Higher Education

Presenter(s):

Greg Bohner – Union University

Abstract: This workshop offers participants an opportunity to broaden their awareness and leadership potential in the college counseling profession and to introduce or further develop their leadership skills.

Learning Objectives:

- Participants will briefly examine theories of leadership, current leadership trends, and how to apply them to the college counseling center
- Participants will develop and practice leadership skills for effectively running a higher education department
- Participants will discuss challenges involving working with subordinates and administration

Keynote Presentation

Day: Friday

Date: 2/8/2019

Room: Regatta Pavillion

Time: 08:30 AM - 10:00 AM

Session Title: Keynote: Suicide Prevention: Science and Trends

Presenter(s):

Christine Moutier - American Foundation for Suicide Prevention

Abstract: Suicide was been declared a public health crisis by the U.S. Surgeon General in 1999. However, suicide rates have continued to climb over the past 18 years by a staggering 33% overall. Suicide rates in youth and young adults are lower than that of older demographic groups, however the rates have been increasing in American youth as well. There are several science-informed, evidence-based strategies to reduce suicide risk, both in the public health approach for an entire population, as well as clinical interventions for patient care. AS the science of suicide and prevention has been growing rapidly over the past two decades, these prevention strategies and targeted ways to better identify risk must be translated and disseminated for greatest impact. Mental health conditions are among the most common and potent risk factors for suicide, and most mental health problems can be effectively managed. But real and perceived barriers, such as confidentiality concerns and fear of negative ramifications on one's status as a student or professional keep many individuals from addressing their mental health needs.

In this presentation called "Suicide Prevention: Science and Trends" by AFSP Chief Medical Officer Dr. Christine Moutier, participants will learn about the current science, public health approaches, and a targeted strategy called Project 2025 aimed at reducing the U.S. suicide rates 20% by 2025.

Learning Objectives:

- Gain an understanding of suicide of the public health approach to suicide prevention, including national trends in U.S. with a focus on youth and young adults - The public health approach includes broad education and advocacy from stakeholders including
- Learn about current evidence-based suicide specific clinical interventions and general clinical approaches - Treatment modalities will include Cognitive Behavioral Therapy, Dialectical Behavior Therapy, and suicide specific psychopharmacology
- Be able to identify the current major gaps in national strategy that would reduce population suicide risk - Includes the strategies of Project 2025, an innovative, science-informed actionable plan to reduce the U.S. suicide rate 20% by 2025

Concurrent Breakout Sessions Friday, February 8, 2019

Day: Friday

Date: 2/8/2019

Room: Bayview I

Time: 10:30 AM - 12:00 PM

Session Title: Conduct meets Counseling: Conundrum, Conflict or Cooperation?

Presenter(s):

David Denino - Southern CT State University and President, NaBITA

Makenzie Schiemann - University of South Florida

Abstract: As colleges continue to see a rise in mental health issues among their college population, they may also see a rise in behavioral incidents potentially related to the mental health issue. Students managing mental health issues can be involved in the conduct process either as the reporting party or as the responding party. Additionally, the conduct process can be impacted by mental health issues as such issues can hinder our ability to communicate, build rapport, and gather information about incidents with students who are struggling with these issues. Given the challenges presented by these nuanced cases, colleges are often left struggling to provide equitable and fair conduct processes while also dealing with aspects of the student's mental health difficulties. In some cases, colleges are too lax in their response to problematic behavior related to mental health and the unaddressed behavior becomes increasingly difficult to manage. On the other end of the spectrum, some colleges may fail to consider protections offered by ADA and consequently not offer reasonable accommodations or equitable treatment in the conduct process. This presentation explores the complexities of mental health and conduct processes while also providing practical solutions for counselors and conduct officers involved in this process.

Learning Objectives:

- Participants will learn an overview of the conduct process including aspects of student code of conduct, due process, outcomes and sanctioning
- Participants will understand the role of the mental health professional in assisting colleges in creating a fair and equitable conduct process for students with mental health challenges
- Participants will identify investigation techniques that are best suited to limiting the distress of all parties involved in the conduct process.

Day: Friday

Date: 2/8/2019

Room: Bayview II

Time: 10:30 AM - 12:00 PM

Session Title: Short-Term Psychophysiological Interventions in College Counseling

Presenter(s):

Martin Doucett - San Diego State University

Shira Oretzky - San Diego State University

Erika Hess - San Diego State University

Abstract: The number of college students reporting anxiety and depression has been steadily rising over the past decade. Research shows that mental health issues are negatively correlated with retention and overall academic performance. Given an increased demand for counseling services, combined with limited resources, there is a growing need for effective, evidence-based, short-term interventions that meet the needs of diverse student populations. With these challenges in mind, San Diego State University is among the leading universities using three psychophysiological interventions that utilize technology to engage students in the therapeutic process. Studies on Heart Rate Variability (HRV) biofeedback, neurofeedback, and Eye Movement Desensitization and Reprocessing (EMDR) have demonstrated effectiveness in decreasing levels of stress, anxiety, and negative mood in college students as well as enhancing coping strategies. This presentation will outline the program development and implementation of these modalities as well as address practical applications of these interventions within the context of a college counseling center.

Learning Objectives:

- Participants will be able to discuss the prevalence of stress among college students and its impact on their functioning.
- Participants will be able to describe the effects of stress on the sympathetic and parasympathetic branches of the autonomic nervous system.
- Participants will be able to list 3 short-term evidence-based treatment strategies for improving mental-health in college students.

Day: Friday

Date: 2/8/2019

Room: Bayview III

Time: 10:30 AM - 12:00 PM

Session Title: The free-flowing counseling center: A new paradigm for managing high client demand by placing fewer restrictions, practicing less control and offering more immediate and individualized response

Presenter(s):

Oren Shefet - State University of New York Old Westbury

Trisha Billard - State University of New York Old Westbury

Abstract: College counseling centers are experiencing a surge in demand for services that is unaccompanied by an equivalent growth in resources. Many have resorted to more restrictive policies to manage this disparity and provide services to their constituents, such as the enforcement of session limits or the increased reliance on external referrals. While those types of solutions are helpful, they also carry some distinct costs and difficulties. The free-flowing counseling center offers a different type of solution, one marked by frequent transitions between the counseling center and the college community. Drawing from the existing literature of ultra-brief and single session therapies, episodic (intermittent) treatments and the working models of walk-in clinics, presentation will argue that counseling centers can be reimagined and reconfigured around this new paradigm. Presentation will detail how a free-flowing counseling center would operate, show that this model fits both the developmental needs of students and the current infrastructure of centers, and finally demonstrate how this type of model is already very prevalent, albeit in an unrecognized "underground" form.

Learning Objectives:

- Participants will gain familiarity with single-session, episodic and walk-in models of treatment.
- Participants will be able to describe the flexible counseling center model.
- Participants will be able to evaluate the fitness of this model to their own campuses.

Day: Friday

Date: 2/8/2019

Room: Belmont

Time: 10:30 AM - 12:00 PM

Session Title: Identity Based Stress and Developmental Trauma in African-American College Student-Athletes: Considerations for Assessment and Screening

Presenter(s):

Brittany Collins - University of Cincinnati

Abstract: College student-athletes represent a unique and demanding culture that encompasses several stressors. African-American student-athletes have additional stressors that often go unnoticed due to a one size fits all approach in mental health and wellness. The purpose of this presentation is to advocate for additional techniques within college counseling centers and athletic departments through the selection and administering of more diverse evaluation instruments. The National Collegiate Athletic Association (NCAA) Best Practices addresses the need for societal diversity and cultural competency to extend to treating student-athletes from diverse racial, ethnic, gender identified, and other unique cultural experiences influencing help-seeking (NCAA, 2016) Introducing the Race-Based Stress and Trauma Screener (Brooks, 2017) as well as the Adverse Childhood Experiences (ACE) into the evaluation process allows us to include characteristics and concerns for counseling student-athletes from diverse groups. Early Assessment and Screening practices are important and assist clinicians in identifying African-American student-athletes needs early in the process and allows them to tailor services to best meet those needs. Applying new tools for effective assessment and evaluation for treatment of African-American student-athletes allows college counseling centers as well as athletic departments to take a proactive versus reactive approach towards African-American student-athlete wellness.

Learning Objectives:

- Describe the impact of Identity Based Stress and Developmental trauma to enhance college counselors' conceptualization of counseling issues with African-American Student-athletes
- Explain the need for new and effective screening tools of Identity-based stress and Developmental Trauma in African-American Student-athletes
- Illustrate how integration of the Race-Based Stress and Trauma Screener and Adverse Childhood Experiences (ACE) will guide clinicians in identifying subjective experiences related to race, identity, and areas of trauma
- Demonstrate how the Race-Based Stress and Trauma Screener and Adverse Childhood Experiences (ACE) can be used as a part of the initial assessment process or throughout the counseling relationship

Day: Friday

Date: 2/8/2019

Room: Crown Point

Time: 10:30 AM - 12:00 PM

Session Title: Using a Large Scale Outreach Screening Event to Promote Wellness, Connect Students with Treatment, and Increase Counseling Center Visibility

Presenter(s):

Jillian Neill - Wake Forest University

Abstract: As demand grows for mental health services at colleges and universities, counseling centers must get creative about how we meet the mental health needs of our campuses. Additionally, even as counseling center utilization rates go up, we have to be sure that we are reaching students across our campuses from a variety of backgrounds and experiences, particularly those that are at higher risk and/or are less likely to use our services. Large-scale outreach events can be an effective way of increasing counseling center visibility, introducing students to mental health providers on campus, and helping students get needed support. They can also be a means of promoting mental wellness on campuses. This presentation will discuss a mental health screening event at Wake Forest University, done in conjunction with campus partners, to achieve these aims. In addition to discussing screenings used, the presenter will share about considerations for campus partnerships, logistics, and driving attendance, as well as share data about outcomes from the event.

Learning Objectives:

- Participants will be able to identify benefits of large-scale events in promoting mental health and wellness on campus.
- Participants will be able to define "outreach as intervention" and consider how they might use outreach creatively to promote mental wellness on campus.
- Participants will become aware of the suicide paradox and the impact of relationships and mental health in college students.

Day: Friday

Date: 2/8/2019

Room: Mariner Point

Time: 10:30 AM - 12:00 PM

Session Title: Addressing Non-Suicidal Self-Injury in veteran populations in college

Presenter(s):

Gerald Pennie - Texas A&M University-Central Texas

Gary Ingram - Texas A&M University-Central Texas

Abstract: This program helps participants explore the factors associated with Non-suicidal self-injury in veterans. Multicultural competencies will be shared directly related to the frequency of veteran populations engaging in Non-suicidal self-injury in college. Participants will come away with a working knowledge of Non-suicidal self-injury in veterans. Prevention, intervention, and postvention strategies will be introduced.

Learning Objectives:

- After this workshop, participants will be able to describe the factors associated with Non-suicidal self-injury in veteran populations enrolled in college.
- After this workshop, participants will be able to identify the antecedents and risk factors of Non-suicidal self-injury in veteran populations enrolled in college.
- After this workshop, participants will be able to discuss evidence-based strategies for supporting veteran students working through incidences of Non-suicidal self-injury while enrolled in college.
- After this workshop, participants will be able to compile relevant strategies to take back with them to their campuses to support students from veteran populations engaging in Non-suicidal self-injury.

Day: Friday

Date: 2/8/2019

Room: Mission I

Time: 10:30 AM - 12:00 PM

Session Title: Counseling Our Transgender Students: Clinical, Ethical, and Affirming Intersectional Practice

Presenter(s):

Catherine Roland - Argosy University Part time

Christian Chan - Idaho State University

Jane Rheineck - Mount Mary University

Abstract: The campus transgender community is an under represented group which is often neglected and misunderstood. To effectively and ethically counsel all students on campus, champion diversity, and offer safe haven, a deeper understanding of the intersectionality of marginalized populations is necessary, and with the campus transgender community in particular. This workshop will assist counselors, advisors, and advanced graduate students to most effectively offer affirming options and enlightened clinical strategies to our transgender or emerging community. There may be faculty or staff within the trans community we could serve as well. Presenters will introduce empathic and affirming support modalities for students, faculty and staff who are members of the trans community. Aspects of clinical and ethical practice given the needs and intricate life histories of the trans campus community counselors may see will be explored. Best practice theoretical approaches, and presenters and participants' experience, are included. A case study and discussion period will inform participants' practice of incorporating awareness of the intersecting identities of transgender students and staff within an affirming and trusting model. This workshop will be interactive and open, utilizing discussion, small group case conceptualization, ethical overviews and real-life experience examples, within a safe and inviting atmosphere. Join us!

Learning Objectives:

- Participants will be able describe at least two effective strategies when counseling a member of the transgender community who presents as depressed, anxious or very isolated.
- Participants will be able to create a treatment plan appropriate for a student presenting with aspects of gender dysphoria due to trans or questioning status.
- Participants will be able to implement, and revise, a plan in concert with the client, to accommodate any intersectional aspects of that individual presenting as a member of the transgender community.

Day: Friday

Date: 2/8/2019

Room: Mission II

Time: 10:30 AM - 12:00 PM

Session Title: Bridging the Gap - Identifying and Addressing the Unique Needs of Community College Students Transferring to Four-Year Institutions

Presenter(s):

Alli Gatta - Longwood University

Shalyn Leigh - West Chester University of PA

Abstract: Research shows that 49 percent of college students that completed a 4-year degree attended community college for some portion of their education (National Student Clearinghouse Research Center, 2017). When students transfer from a community college to a four-year institution, there are unique needs and concerns that are not always met by outgoing community college counselors and incoming four-year college counselors. According to Zubernis, McCoy, and Snyder (2011) many transfer student tend to "fall between the cracks" and have unique challenges financially, socially, and academically. Four-year institutions often have many orientation activities for incoming freshmen, but lack resources and programs for transfer students in regards to social, mental health, and college adjustment (Townsend & Wilson, 2006). Students who dream of a college education, but may experience financial burdens, learning difficulties/disabilities, and mental health concerns, are able to work towards their dreams by beginning their education at a community college. As this is becoming a more popular option for students, there is an increased need for student programs and counseling services designed specifically for community college transfer students (Zubernis, McCoy, Snyder, 2011).Join us for an interactive presentation and discussion addressing the unique counseling and programming needs of this population.

Learning Objectives:

- Describe the importance of community college counseling center utilization
- Identify and discuss the mental health and counseling needs of students transferring from community colleges to four-year colleges
- Apply counseling techniques and strategies to case studies provided by the presenters
- Collaborate with other attendees in creating a plan of action for increasing resources for transfer students

Day: Friday

Date: 2/8/2019

Room: Bayview I

Time: 01:30 PM - 03:00 PM

Session Title: A Multidimensional Understanding of Effective University and College Counseling Center Organizational Structures

Presenter(s):

Sharon Mitchell - University at Buffalo

Mary Chandler Bolin - University of Kentucky

Abstract: Careful assessment and planning for developing collaboration between mental health counseling and physical health services is essential. Governing Board members from the Association for University and College Counseling Center Directors will propose a vision for providing quality mental health care to students which utilizes a multidimensional perspective on collaborative care because in its absence the resulting organizational structure may not be as helpful as it could be to students and may create an undesirable work environment for staff.

Learning Objectives:

- Describe a brief history of college counseling center including developmental, wellness, mental health, and behavioral health models
- Cite relevant research from national organizations and researchers who study college student mental health.
- Discuss factors to consider such as differences in training among disciplines, define what is meant by integration, behavioral health, collaboration or other terms, factors that are motivating the push for integration, and the impact of leadership style o
- Acquire knowledge of successful outcomes or examples of collaboration on other campuses.
- identify barriers or challenges to collaboration between counseling and health centers.

Day: Friday

Date: 2/8/2019

Room: Bayview II

Time: 01:30 PM - 03:00 PM

Session Title: Human Sexuality Counseling Competency for College Populations: Applying the Life Course Health Development Model

Presenter(s):

Robert Zeglin - University of North Florida

Abstract: College is a period of great change and growth for students, personally, professionally, psychologically, developmentally. This is also a period when students' sexuality is evolving. The World Health Organization defines sexuality as "a central aspect of being human throughout life encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction." A student's evolving sexuality can be the catalyst for, result of, or companion to stress and anxiety for students. Moreover, congruent with the Life Course Health Development Model, college represents a turning point in students' health trajectories, including their sexual health. Professional counselors working in a college setting play a pivotal role in supporting students through this period of sexual evolution, working with students to overcome sexuality-related stressors, and helping students leave college on a positive health trajectory. This is no small task. To date however, counselors have not been provided the sexuality education and training they need to effectively and ethically work with sexuality-related stressors and many counselors feel unprepared and unable to address these issues with clients. This breakout session will present and detail the 10 domains of human sexuality counseling competency in order to support college counselors' work with students.

Learning Objectives:

- Attendees will be able to list and describe the 10 human sexuality counseling competency domains.
- Attendees will be able to conceptualize sexuality holistically and comprehensively.
- Attendees will be able to create comprehensive and effectively treatment plans integrating sexuality-related stressors

Day: Friday

Date: 2/8/2019

Room: Bayview III

Time: 01:30 PM - 03:00 PM

Session Title: The Technological Self: A Developmental approach to Technology, Culture, and Counseling

Presenter(s):

Kathryn Alessandria - West Chester University

Stephanie Foote - West Chester University

Abstract: We present "technological self" model that emerged from a qualitative study of trainees' reflections on digital communication across generations. The "technological self" is one's connection to, and connectivity through, technology. It develops through a reciprocal and continual process throughout the lifespan that is influenced by: age and generation, access to and attitudes toward technology, life stage and role, cultural values, societal attitudes toward technology, and cognitive ability. The importance of the role of one's technological self may evolve based on one's use of, value on, and access to, technology throughout the lifespan. It is important for counselors to understand their own attitudes, values, and beliefs related to technology in order to avoid imposing them on clients. Similarly, effective counseling needs to consider the role of technology in clients' lives in order to recognize normative and non-normative behaviors and the influence of technology on clients' presenting problems. We present the model through the lens of the 2015 Multicultural and Social Justice Counseling Competencies. Join us to discuss how these findings can better inform our work as culturally sensitive counselors. Practical applications of the model will be discussed through PowerPoint and case studies.

Learning Objectives:

- Review research on digital natives and digital immigrants and implications for the field;
- Discuss a cross-cultural lens to the generational differences in communication preferences
- Define and discuss the "technological self" model and its role in understanding identity.
- Identify practical strategies for applying the model in practice through the 2015 MSJCCs.

Day: Friday

Date: 2/8/2019

Room: Belmont

Time: 01:30 PM - 03:00 PM

Session Title: Helping the Transition: Understanding the Experiences of Latinx First-Generation College Students Who Transferred from Community Colleges

Presenter(s):

Angelica Tello - University of Houston-Clear Lake

Jacqueline Contreras - University of Texas at San Antonio

Abstract: Community colleges provide a pathway for Latinx first-generation college students (FGCS) to enter higher education. Many Latinx FGCS come from low-income families and the low tuition rates of community college attracts these students. For this population, community colleges are often viewed as a stepping stone to a four-year degree. Forty-six percent of recent Latinx high school graduates enroll in community colleges (National Center for Education Statistics, 2017). However, many Latinx FGCS struggle with navigating the community college terrain (Tovar, 2014). For community colleges, this shows up as low retention rates for Latinx FGCS (Smith, 2015). College counselors can play a vital role in supporting Latinx FGCS (Tello & Lonn, 2017). The presenters will share findings of their study on the experiences of Latinx FGCS who successfully transferred from community colleges to four-year universities. The presenters' study, a Constructivist Grounded Theory, takes a strength-based approach to help college counselors aid the retention of Latinx FGCS. Strategies will be provided to help those working with Latinx FGCS who are at community colleges.

Learning Objectives:

- Participants will gain an understanding of the experiences of Latinx first-generation students at community colleges.
- Participants will gain strategies to help Latinx first-generation students navigate the transition from community college to four-year universities.
- Participants will be able to identify support services offered on college campuses for Latinx first-generation college students.

Day: Friday

Date: 2/8/2019

Room: Crown Point

Time: 01:30 PM - 03:00 PM

Session Title: Peer Impact on Student Mental Health - A college embedded model

Presenter(s):

Aaron Krasnow - Arizona State University

Maria Grimshaw-Clark - Arizona State University

Abstract: It is incumbent on every College or University to treat mental health as a institutional concern and not relegate it only to the domain of Counseling and/or Health Services. Mental health is a key determinant in academic success and unmanaged mental health concerns are both up-stream and down-stream of many issues that are important to universities, including retention, degree attainment, student safety, and national standing. Further, as mental health symptomology and help-seeking have dramatically increased amongst college students there is increasing pressure to develop large-scale and cost-effective models that do not put further pressure on resource-limited units like Counseling Centers. This presentation focuses on a scalable peer-impact model whereby students are trained to be more aware of mental health issues, more empowered to create emotionally healthy communities, and take a more active role in impacting their peers through innovative programs. The key innovation of our model is embedding it within the Academic College structure, whereby each College within the University has a peer-impact program that uniquely fits the academic culture of the College. In doing so, we have laid the foundation for permanent efforts that will exist within each College inextricably tied to their goals for persistence and retention.

Learning Objectives:

- Learners will explain how linkages to Academic Units will prove to have a wider adoption of efforts and greater impact on students than reliance on purely student service unit driven efforts.
- Learners will be able to create a scaleable model of peer-impact that uniquely matches their institutions structure and culture.

Day: Friday

Date: 2/8/2019

Room: Mariner Point

Time: 01:30 PM - 03:00 PM

Session Title: Bibliotherapy and Group Counseling with African American College Students

Presenter(s):

Glinda Rawls - Western Michigan University

Dynetta Clark - Western Michigan University

Winifred Wilson - Western Michigan University

Abstract: This presentation is an introduction in using bibliotherapy and group counseling with African American college students. The presenters had students read "Act Like a Lady, Think like a Man" by Steve Harvey while participating in a group counseling experience centered on relationships. Presenters selected group counseling on relationships because of the historically low numbers of African American male to African American female ratios on campus (Lichter, LeClere, & McLaughlin, 1991; Lichter, McLaughlin, Kephart & Landry, 1992). Presenters combined bibliotherapy and group counseling because of the benefits. For example, bibliotherapy fits well with group counseling techniques since it is a creative approach to therapy that uses an individual's relationship to information contained in books, poetry and other written works (Henderson & Gladding, 1998). Bibliotherapy provides African American college students the opportunity to explore the challenges they face in a non-threatening manner (Schliebner, 1992) which may help to build trust within the group counseling experience. Lastly, bibliotherapy allows readers to align themselves with characters, situations, and experiences that give them the sense that they are not alone (Schliebner, 1992) and promotes the sense of belonging. Participants who attend this presentation will learn more about how this experience transformed some of the participants.

Learning Objectives:

- Participants who attend this presentation will analyze an innovative approach to working with African American college students. The literature promotes greater use of more non-traditional approaches in working with African American college students. Pres
- Participants who attend this presentation will discuss how the African American college students in this case study experienced the bibliotherapy and group counseling intervention and how the participants described the transformative experience this inter
- Participants who attend this presentation will describe the benefits of bibliotherapy and group counseling from the students' perspective and learn some suggestions and recommendations to facilitate or develop a similar intervention with African American

Day: Friday

Date: 2/8/2019

Room: Mission I

Time: 01:30 PM - 03:00 PM

Session Title: Facilitating Successful Groups for Immigrants and Other Underrepresented Students in Urban College Settings

Presenter(s):

Alice Shepard - The City College of New York

Abstract: Counselors in urban college settings typically have more students under their care than they can accommodate in weekly individual sessions (Prince, 2015). Offering a therapeutic group addresses this need. However, groups can be difficult to fill. There are a number of barriers to running a successful group with immigrant and other underrepresented students. These include psychological factors, such as a history of trauma (which mitigates attachment) and cultural stigmas associated with therapy. Additionally, non-psychological factors, such as multiple demands for students' limited time, can disrupt the success of a group. How then can one build a therapy group that holds students' attention and provides effective treatment? A willingness to adjust the therapeutic framework, while still protecting students' sense of psychological safety, is essential. Also, providing opportunities for advocacy can serve as both a conduit for building group cohesion and a catalyst for the disclosure of trauma. Case examples from a women's therapy group run at a major urban university will be used to aid discussion. This session will offer the opportunity for participants to share their concerns and provide strategies for building a group.

Learning Objectives:

- To describe the key barriers that impede students' participation in groups.
- To discuss that groups provide therapeutic aid, often beyond what individual treatment can offer.
- To assess if adopting a more flexible approach to the "frame" can be beneficial under some circumstances.
- To develop a basic, step-by-step plan regarding how to establish a group with undergraduate minority students in an urban setting.

Day: Friday

Date: 2/8/2019

Room: Mission II

Time: 01:30 PM - 03:00 PM

Session Title: Shared Supervision: Strategies to promote an effective working relationship between site and faculty supervisors to enhance graduate student intern development

Presenter(s):

Katherine Bender - Bridgewater State University

Amanda Barudin - Bridgewater State University

Abstract: CACREP accredited counselor preparation programs require graduate student interns to be supervised on site as well as at their host academic institutions (CACREP, 2016). Regular and open communication between the site and faculty supervisor directly impacts the development of the graduate student intern. The effectiveness of this communication is essential to the professional identity of the student intern yet variables may impact this type of communication. For example, site and faculty supervisors may be providing conflicting information to the interns, may be unaware of concerns about the intern, may become burdened by "numerical supervision" - approving hours, etc., and there may be miscommunication about roles and responsibilities of each party. At its core, supervision is meant to encourage the growth and competence of the counselor in training (Bradley & Ladany, 2001). This session will provide attendees with: strategies for clearly delineating roles and responsibilities of each party; approaches for communicating in an effective way with faculty supervisors so that both the site supervisor and the graduate student intern feel supported, case studies of extended student support plans based on actual experiences with graduate student interns, and sample supervision contracts that can be adopted by site and faculty supervisors.

Learning Objectives:

- Attendees will apply their increased knowledge of effective communication strategies to enhance graduate student intern development.
- Participants will discuss challenges when faced with the need to create a student support plan for graduate student interns.
- Participants will be able to design successful student support plans (model provided).
- Attendees will be able to critically assess current supervision standards and incorporate best practices.

Day: Friday

Date: 2/8/2019

Room: Bayview I

Time: 03:30 PM - 05:00 PM

Session Title: Distance Counseling and Animals on Campus: Ethical and Philosophical Decisions

Presenter(s):

Chris Corbett - SCAD

Kathryn P. (Tina) Alessandria - West Chester University

Abstract: The Higher Education Mental Health Alliance (HEMHA) is an interdisciplinary partnership providing leadership to advance college mental health. HEMHA representatives will review recent HEMHA resources and present their latest guide on distance counseling. The decision to treat students who are home for the summer, studying abroad, studying at a satellite campus, or involved in online learning is complex. This interactive session will frame the important questions and dilemmas school may face around distance counseling and web based platform use. This program will highlight the completed distance counseling guide as well as discuss the philosophical and ethical decisions to use this type of medium in counseling. We will also briefly discuss HEMHA's upcoming Animal on Campus Guide.

Learning Objectives:

- Gain awareness of what the Higher Education Mental Health Alliance is and how to access the free resources it provides
- Be able to define distance counseling, its many variations, and the circumstances under which it might be implemented with college students
- Be able to identify logistical and ethical dilemmas in providing distance counseling in higher education settings

Day: Friday

Date: 2/8/2019

Room: Bayview II

Time: 03:30 PM - 05:00 PM

Session Title: Wellness, prevention, early intervention and case management support for graduate students: Three models from across the University of California system

Presenter(s):

Ryan Sims - University of California, Santa Barbara

Phong Luong - University of California, Irvine

Armando Flores - University of California, Los Angeles

Abstract: A 2014 study of graduate students at UC Berkeley found nearly half of doctoral respondents and over one-third of master's respondents reported symptoms of depression (Jaschik, 2015). Given the vital roles of graduate and professional students at UC, contributing to the research and teaching missions of the University, the UC built on topics and questions from Berkeley's 2014 study and administered a survey to graduate students throughout the UC system in 2016. According to The University of California Graduate Student Well-Being Survey Report (University of California Office of the President, 2017), 35% of respondents to this survey reported symptoms indicative of clinical depression. That's the equivalent of about 16,000 UC graduate students in total. In this session, we will showcase the UC system by describing how three different UC's (Santa Barbara, Los Angeles, and Irvine) are creatively responding to better meet the unique needs of this important student population. Through the creation of new and innovative academic counseling and case management positions focused on prevention, early academic outreach/intervention and wellness, these campuses have recognized how the specific mental health concerns of graduate students (Wyatt & Oswalt, 2017) requires a somewhat different response.

Learning Objectives:

- Attendees will be able to list the unique stressors and common mental health issues associated with graduate and professional school.
- Attendees will be able to describe and explain preventive care strategies from the three models.
- Attendees will be able to compare the outreach activities, intervention strategies and cross campus collaborations that are creating a healthier graduate environment across these campuses.

Day: Friday

Date: 2/8/2019

Room: Bayview III

Time: 03:30 PM - 05:00 PM

Session Title: How Trauma Impacts the Academic Success of Traditional First Year Undergraduate College Students.

Presenter(s):

Francine Packard - University of Mount Union and Youngstown State University

Sheila Donnadio - American Counseling Association (ACA); American College Counseling Association (ACCA); American School Counselors Association (ASCA); Ohio School Counselor Association (OSCA); Chi Sigma Iota (CSI)-Eta Chapter; YSU Alumni Association.

Phyllis Valla - American Counseling Association (ACA); American College Counseling Association (ACCA); Chi Sigma Iota (CSI)-Eta Chapter; YSU Alumni Association.

Abstract: This presentation will highlight the findings identified in a research project that was funded by a \$1,000 ACCA research grant awarded in 2017-2018. To date, researchers have focused on several factors that may impact the college drop-out rate for first-year traditional undergraduate college students. These factors include: The availability of financial aid (Chen & Hossler, 2017); stress and a student's ability to manage money (Sages, Britt, & Cumbie, 2013); the use of marijuana on academic success (Surken, Reboussin, Egan, Sutfin, Wagoner, Spangler, & Wolfson, 2016); and student health concerns (Hussain, Guppy, Robertson, & Temple, 2013). However, within the past 17 years, little effort has been placed on examining the impact adverse childhood experiences (ACE's) can potentially have on the success rate of first-year traditional undergraduate college students (Duncan, 2000). To address this problem, a confidential internet survey was distributed to approximately 2,700 first year traditional undergraduate freshman enrolled in a state college located in the northeastern region of the United States. Responses from students (N=119) indicated that there is a correlation between ACE's and a student's consistency of interest and perseverance of effort e.g. GRIT (Hwang, Lim, & Ha, 2018) that define academic success.

Learning Objectives:

- The learner will analyze past research examining various factors that impact academic success will be provided.
- The learner will discuss the research process, data analysis used in this study. They will then understand the support areas of academic success that were found to have a correlation with ACE'S.
- Based on the findings of this quantitative study, attendees will explain the impact ACE's can have on specific areas of GRIT that can define the academic success of first-time traditional undergraduate freshman.
- The learner will describe and understand ideas for campus outreach and connective supports that can promote academic success for this population.

Day: Friday

Date: 2/8/2019

Room: Belmont

Time: 03:30 PM - 05:00 PM

Session Title: Enhancing Inclusive Counseling Interventions: Understanding the Role of Parents in the Success of Black Male College Students

Presenter(s):

Nicole Pulliam - Monmouth University

Vernon Smith - Monmouth University

Abstract: In order for college counselors to provide inclusive interventions and effectively support the goals and aspirations of all students, it is important to understand some of the unique strengths & challenges experienced by particular student populations. This presentation will highlight data from a strength-based study that identified the role of parent involvement in the success of Black male college students, a population often stigmatized and labeled as underachieving. In addition, non-academic barriers to the success of the Black male population will be discussed. Participants will engage in meaningful dialogue focused on intentional, inclusive counseling interventions and best practices from the field.

Learning Objectives:

- Describe factors of parent involvement that can lead to the success and development of Black male college students
- Identify non-academic barriers to the success of the Black male college population
- Employ intentional, inclusive counseling interventions for Black males

Day: Friday

Date: 2/8/2019

Room: Crown Point

Time: 03:30 PM - 05:00 PM

Session Title: Growing a Campus-Wide Mental Health Task Force From the Ground Up

Presenter(s):

Laura Swanson - SUNY Geneseo

Abstract: How can various departments on campus share the responsibility of supporting student mental health? This session will review steps taken at SUNY Geneseo to form a campus-wide mental health task force and a mental health strategic plan. We will chart the development of the task force over the past three years and explain how we used assessment, collaboration, and consultation to grow from a grassroots group of passionate individuals to a formally recognized committee with increased institutional buy-in. Let us tell you about our steps and missteps to help you figure out what might work on your campus.

Learning Objectives:

- Participants will compile strategies for developing a campus-wide mental health task force.
- Participants will assess resources for mental health strategic planning on college campuses.
- Participants will brainstorm how to build support systems on their own campuses.
- Participants will compile ideas for increasing inter-departmental and institutional collaboration.

Day: Friday

Date: 2/8/2019

Room: Mariner Point

Time: 03:30 PM - 05:00 PM

Session Title: A Framework for Conceptualizing Social Class as a Diversity Factor on College Campuses

Presenter(s):

Brooke Griffith - Wake Forest University

Abstract: This presentation provides a framework for conceptualizing socioeconomic status (SES) as a important lens through which one experiences the world. The social class world view model will be introduced as a way to understand how economic factors shape cultural views and norms and explore the mechanisms of that socialization process. Information will be provided on cultural rules for people from low, middle, and upper SES backgrounds. We will discuss the intersectionality of class with other identity statuses and the challenges unique to students from low and and high SES backgrounds, especially as they relate to clinical work in a higher education setting.

Learning Objectives:

- Describe the social class world view model
- Explain how social class world view impacts students' experiences in higher education
- Discuss ways that social class world view may impact presenting concerns and the therapeutic alliance

Day: Friday

Date: 2/8/2019

Room: Mission I

Time: 03:30 PM - 05:00 PM

Session Title: An Internship Primer: How to Set up an Internship Program in your Community College Counseling Center

Presenter(s):

Janelle Johnson - Santa Fe Community College

Kathleen Douthat - Pellissippi State Community College

Abstract: Abstract: As part of obtaining a counseling graduate degree, and gaining the first level of licensure, counseling programs require a practicum and internship experience. Traditionally universities have more commonly provided internships for masters and doctoral counseling students in their college counseling centers. As more community colleges seek to increase services to students by utilizing interns it is important to understand the standards and procedures necessary for creating an internship program. This presentation will provide resources and the specifics of starting an internship program on your campus. Topics include; comprehensive preparation of the site supervisor with specific training in supervision (Bjornestad, Johnson, Hittner, & Paulson, 2014), national standards for internship programs (CACREP, 2015), an understating of your state licensing requirements, working directly with your college HR, creating supervision agreements that define the role of the intern and the supervisor, background checks and liability insurance, as well as providing appropriate office space and access to technology.

Learning Objectives:

- Assess the requirements to use interns in your community college counseling center.
- Describe the training needed to provide supervision to counselor education students.
- Examine resources available to advocate for a counseling intern program on your campus.

Day: Friday

Date: 2/8/2019

Room: Mission II

Time: 03:30 PM - 05:00 PM

Session Title: 3A Toolkit: Supporting Integration and Regulation in Postsecondary Students

Presenter(s):

Meg Kapil - University of Winnipeg

Marsha Harris - University of Victoria

Abstract: This presentation will explore the 3A Toolkit, a integrative clinical framework that supports clients to move towards integration and regulation in order to achieve academic success and overall wellness. This framework incorporates current neuroscience, interpersonal neurobiology, developmental information, and a combination of cognitive, emotional, relational and physiological regulation strategies. The sections of the 3A Toolkit (Awareness, Assessment, Action) will be discussed as well as ways this model has been applied across a range of presenting challenges in post-secondary settings. Examples include how the 3A Toolkit has been used to support individuals struggling with anxiety and ADHD in particular in both individual and group settings as well as working preventatively by bringing the presentation to individual classrooms. Examples from clinical practice will be shared including case examples and samples of completed 3A Toolkits. Some examples of 3A Stories, and 3A Comic Strips will also be shared to highlight the wide application, flexibility, and creative opportunities of this approach.

Learning Objectives:

- To describe the theoretical foundations of the 3A Toolkit Integrative Framework
- To demonstrate an overview of the 3A Toolkit including examples of strategies
- To describe how the 3A Toolkit is applied to support student wellness and academic success
- To describe how the 3A Toolkit is able to integrate a variety of clinical approaches and creative ideas to support student wellness

Concurrent Breakout Sessions Saturday, February 9, 2019

Day: Saturday

Date: 2/9/2019

Room: Bayview I

Time: 08:30 AM - 10:00 AM

Session Title: What is all this talk about Mindfulness

Presenter(s):

Sandra Cox - Univeristy of Wisconsin Oshkosh

Leah Folks - University of Wisconsin Oshkosh

Sara Schumacher - University of Wisconsin Oshkosh

Abstract: Mindfulness can be found on the cover page of popular magazines with articles describing the positive impact of mindfulness practices. However, many individuals do not understand the theory and practice of mindfulness though they may utilize this skill on a daily basis. Mindfulness practices can be easily correlated to meditation, prayer, relaxation/grounding techniques and more. At the UWO, there's a consistent pattern of data indicating students are continuing to present more distressed and experiencing increasing levels of anxiety and stress. Mindfulness skills provide an impact on decreasing anxiety, stress and more in college students. We have implemented a strategic plan for the UWO Counseling Center treatment and campus outreach to develop mindfulness skills. This includes rooms devoted to teaching the practice, wellness workshops, AODA interventions, drop in and breathe/color opportunities on campus, the Titans Breathe Campaign and other mediums utilized to develop the skill. At UWO, we are focused on utilizing mindfulness practices to impact the campus to have a culture of skilled individuals positively managing their challenges to success. This workshop will provide an opportunity to better understand and experience mindfulness, , share ideas for development, and provide information on the impact of developing mindfulness skills with college students.

Learning Objectives:

- Participants will be able to explain the theory of mindfulness practices in a college counseling center setting.
- Participants will be able to describe how implementing mindfulness services and outreach on a college campus has the potential to impact many areas of wellness for the college student.
- Participants will be able to describe specific mindfulness practices to create a plan to implement in their setting to support prevention efforts.
- Participants will be able to apply the mindfulness skills presented and experienced into their own practice.

Day: Saturday

Date: 2/9/2019

Room: Bayview II

Time: 08:30 AM - 10:00 AM

Session Title: Making Connections While Meeting Mental Health Needs of Minority Students on College Campuses

Presenter(s):

Kiera Walker - University of Alabama at Birmingham

Herbert Wilkerson - University of Alabama at Birmingham

April Coleman - University of Alabama at Birmingham

Abstract: The challenges of being a minority college student is multifaceted. In addition to academics, there is a need to meet emotional and social needs of students on campuses nationwide. At predominantly white institutions, minority students can potentially find themselves further isolated as they struggle to find connection and identity. The Equity in Mental Health Framework lays out recommendations to better support mental and emotional health of minority students; enabling our staff to be intentional in our efforts to meet the needs of these students. Utilizing liaisons for unique population groups (i.e. first generation college students, international students, veterans etc.) and supportive groups (i.e. The Black Experience), we discovered that connecting through authenticity and genuineness is critical before help can be received. A foundation of trust must be established first in order for minority groups to reach out and accept services/resources that are there to support them. This presentation focuses on making connections outside of a therapeutic role, and demonstrates the impact this has on minority students seeking out mental health services despite the present stigma.

Learning Objectives:

- Analyze recommendations for colleges and universities from the Equity in Mental Health Framework.
- Identify non-academic needs of minority students that affect college success.
- Discuss meeting needs of minority students through liaisons and a supportive group process.

Day: Saturday

Date: 2/9/2019

Room: Bayview III

Time: 08:30 AM - 10:00 AM

Session Title: Clients Living with Chronic Health Conditions and/or Invisible Disease: considerations for effective therapeutic work and case conceptualization

Presenter(s):

Gina Garrett - University of Miami

Abstract: This presentation will discuss strategies for effective therapeutic work with clients living with chronic health conditions and/or invisible disease. Many college students living with illnesses such as autoimmune arthritis, lupus, diabetes, HIV and inflammatory bowel disease utilize mental health services as an essential part of a multidisciplinary wellness plan. These individuals must navigate complex medical systems and often experience delayed diagnosis and misdiagnosis, while simultaneously seeking counseling services. We will discuss how common case conceptualization and intervention approaches may unintentionally create barriers in the relationship between client and counselor. Strategies to address client feelings of invisibility, explore self-identity, foster resilience and implications for social relationships will be presented through a developmental lens. Brief case examples will be used to illustrate client experiences. Contextual considerations such as the history of bias and discrimination against various marginalized populations in the medical system will be explored. Finally, resources and practical suggestions to inform and enrich therapeutic work with these individuals will be discussed.

Learning Objectives:

- Describe and define basic tenets/features of chronic disease and invisible disease.
- Discuss mental health implications for college students living with chronic and/or invisible disease, informed by a developmental perspective.
- List common challenges faced by clients living with chronic and/or invisible disease, including the impact of cultural phenomena, bias and social relationships.
- Explain barriers and assumptions that may impair the therapeutic relationship when working with clients living with chronic and/or invisible disease.
- Apply responsive strategies to enhance clinical practice with clients living with chronic and/or invisible disease.

Day: Saturday

Date: 2/9/2019

Room: Belmont

Time: 08:30 AM - 10:00 AM

Session Title: A Three Tier Counseling Model in Residence Hall Communities

Presenter(s):

Megan Little - University of Arkansas

Amy Broadwater - University of Arkansas

Meredith Blackwell - University of Arkansas

Abstract: Discuss a counseling model that has thrived in the residence hall communities of the University of Arkansas since 1996. The program has evolved and grown significantly over the years to the point where it is a training site for master's level interns and doctoral level graduate assistants. The growth of the program as well as having a campus partner that values mental health has led to a full time clinician position serving as the supervisor for the program as well as the liaison between Counseling and Psychological Services and University Housing. In this session participants will learn about the three tier counseling model, services provided, and what it is like navigating two different campus systems. The session will conclude with a panel discussion including the full time clinician, interns, and graduate assistants.

Learning Objectives:

- Participants will be able to explain the structure of a three tier counseling model in the residence hall communities.
- Participants will be able to assess and establish their own opinion of counseling services provided in residence hall communities.
- Participants will discuss the model with the full time clinician and the students currently in training.

Day: Saturday

Date: 2/9/2019

Room: Crown Point

Time: 08:30 AM - 10:00 AM

Session Title: The Experiences of Latinx First-Generation College Students Involved in Greek Life

Presenter(s):

Angelica Tello - University of Houston-Clear Lake

Jessenia Garcia - University of Texas at San Antonio

Abstract: Although Latinx first-generation college students (FGCS) are a growing demographic of college campuses, they continue to lag behind in retention and graduation rates. Eleven percent of FGCS earn a bachelor's degree in six year compared to 55 percent of non-FGCS (The Pell Institute, 2015). College counselors can play an important role in supporting Latinx FGCS (Tello & Lonn, 2017). However, counselors must understand the experiences of Latinx FGCS beyond the classroom. Participation in Greek Life has been deemed a social support system that aids in the college retention of Latinx FGCS (Delgado-Guerrero & Gloria, 2013). The presenters conducted a study, a Grounded Theory, on the experiences of Latinx FGCS in Greek Life. Their findings, a strength-based approach, for helping Latinx FGCS will be discussed. In addition, implications will be provided on how college counselors can engage with Greek Life organizations.

Learning Objectives:

- Participants will gain an understanding of the experiences of Latinx first-generation students involved in Greek Life.
- Participants will gain strategies to help Latinx first-generation students connect with Greek Life organizations on their campuses.
- Participants will be able to identify support services offered by Greek Life organizations.

Day: Saturday

Date: 2/9/2019

Room: Mariner Point

Time: 08:30 AM - 10:00 AM

Session Title: "Why Not Our Counseling Center?" Successfully Recruiting African American Therapists, A Pilot Study

Presenter(s):

Chika Hooper - Florida A&M University

Alicia Jackson - Florida A&M University

Quantina Washington - Florida A&M University

Abstract: As college/university campuses increase in diversity there has been a legal and ethical push to diversify mental health staff in university counseling centers (Meyers, 2017; New, 2016). Upon direct experience, multiple leaders within counseling centers frequently inquire about ways to increase recruitment, retention, and the investment in African-American mental health professionals. This is especially important in small, rural, less diversified campuses and areas in the United States. Review of research revealed several studies pertaining to the importance of recruitment and retention of African American counselor educators (Holcomb-McCloy & Bradley , 2003) as well as factors that impact job satisfaction of African-American counselors in the counseling field (Jones, Hohenshil, Burge, 2009; Chandler, 2011). However, there is a lack of targeted research addressing the recruitment and retention of African-American mental health professionals in the college counseling center setting. This breakout session will discuss the results from a pilot study seeking to investigate factors that contribute to African-American mental health professionals' choice of employment at university counseling centers. Effective strategies toward successful recruitment and retention will be reviewed.

Learning Objectives:

- Explore challenges institutions have faced with regards to recruitment and retention African American mental health professionals
- Gain effective strategies to improve recruitment of African American mental health professionals
- Acquire effective strategies to improve retention African American mental health professionals

Day: Saturday

Date: 2/9/2019

Room: Mission I

Time: 08:30 AM - 10:00 AM

Session Title: Community College Roundtable

Presenter(s):

Kathy Douthat – Pellissippi State Community College

Abstract: The role of the community college counselor continues to change as student needs are being assessed and redefined on college campuses nationwide. Counselors who work in this setting often encounter a different set of concerns than their colleagues at four year institutions. Multiple duties can include teaching and academic advising, providing services to students of varying age levels and abilities who may be experiencing economic and employment concerns as well as physical and mental challenges. Community and technical colleges serve many students that are first generation and academically unprepared. National data indicates that more students are arriving on community college campuses experiencing mental health concerns that clearly impact their retention and completion rates. As community and two year colleges continue to take a closer look at providing more comprehensive student support services, it is critical for professional counselors to be part of the dialog.

Learning Objectives:

- Consider current national trends in community college counseling
- Examine data from the 2016 Hope Lab survey of community colleges
- Take part in active discussion of current challenges faced by colleagues working in the community college setting and ways to promote counseling services

Day: Saturday

Date: 2/9/2019

Room: Mission II

Time: 08:30 AM - 10:00 AM

Session Title: CHAT (Creating Healthy Actions Together) –An informal support group for International Graduate Students

Presenter(s):

Karolyn Senter - Washington University - St. Louis

Ciloue Cheng Stewart - Washington University - St. Louis

Abstract: In recent years, rapidly growing numbers of international graduate students are arriving at our college campuses throughout the country. These students are bright and have met the requirements for University/program admissions. Many of them are thriving but for others, the differences in cultures, worldviews and adjustment difficulties create unique and significant challenges that become an impediment to their academic success and even their well-being. This presentation will highlight the nature, structure, dynamics and efficacy of an informal support for international graduate students which serves to bridge the gap between cultures and helps foster a stronger sense of connection for the students in their new environments.

Learning Objectives:

- Learn about one innovative way to engage international graduate students on campus.
- Learn how to design, market and deliver a group like CHAT to the university community.
- Learn creative ways to engage students within the group to increase participation in the process.

Day: Saturday

Date: 2/9/2019

Room: Bayview I

Time: 10:30 AM - 12:00 PM

Session Title: Creative Outreach Programming: Single Servings - Treating Students to Wellness

Presenter(s):

Koko Nishi - San Diego State University

Abstract: Many of today's college students have diverse needs and seek personalized, immediate resources with low-time commitments. This presentation will provide a description of the background, design, implementation and the effectiveness of the Single Servings workshop series, an innovative educational programming workshop series developed with the idea of providing students with the opportunity to "get single servings of self-care skills" each week. With this program, students have the opportunity to learn skills related to various topics, including social anxiety, test anxiety, connecting with others, mindfulness, stress management, self-care, family/cultural pressures, and relationships. Single Servings is designed to proactively educate students regarding mental health issues, to increase engagement with university wellness resources and to promote visibility and awareness of counseling center services, particularly with underrepresented communities on campus. This program will highlight the rationale, planning, challenges and lessons learned in implementing a creative and collaborative outreach program focused on decreasing mental health stigma, providing students the opportunity to learn and discuss developmental issues relevant to their college experiences. Attendees will also learn how they may develop similar programming at their respective institutions.

Learning Objectives:

- Participants will explore strategies to engage students in mental health topics aimed at increasing wellness and attaining educational goals.
- Participants will increase their understanding of possible obstacles and lessons learned in implementing an educational outreach programming series through collaborations with various campus departments and communities.
- Participants will participate in a discussion regarding implications of implementing similar collaborative programming in their own academic settings.

Day: Saturday

Date: 2/9/2019

Room: Bayview II

Time: 10:30 AM - 12:00 PM

Session Title: The MOVE Forward program: Applying Acceptance and Comitment Therapy in a group format to increase student resiliency

Presenter(s):

Nicholas Joyce - University of South Florida

Abstract: This presentation will detail the innovative group-based, Acceptance and Commitment Therapy program that the USF Counseling Center has implemented to meet student needs (MOVE Forward). Traditional group therapy at counseling centers often consists of process based groups where 8-12 students meet at the same time each week for a semester, or specific groups that meet for the entire term around a particular topic such a drug abuse or trauma. Such groups, while necessary and useful, address students who are more likely to benefit from communication and process-oriented interventions. To address the increased needs of student population in a time-limited skill-focused format, the USF Counseling Center has innovated a resiliency skill workshop in addition to more traditional group offerings. This is a 4-week skills-based seminar that can accommodate up to 20 students at a time running in 4-week cycles throughout the semester. The workshop is now offered 5 days a week at different times. This new offering has increased group utilization at the center, addressed necessary skills students are seeking to develop, and resulted in improved health and wellness functioning of students as well as improved ability of the center to address student needs.

Learning Objectives:

- Learn how ACT based interventions address college student resiliency needs and their ability to "deal with life."
- Describe the format and interventions for the MOVE Forward ACT based group program.
- Identify positive outcomes in terms of client satisfaction, client symptomatology, and increased clinical flexibility.

Day: Saturday

Date: 2/9/2019

Room: Bayview III

Time: 10:30 AM - 12:00 PM

Session Title: Tips for Addressing Anxiety From Societal Pressures of Success With Millennials

Presenter(s):

Tiffany Stewart - Midwestern State University

Abstract: Millennials are the largest generation to date and well educated (Howe & Strauss, 2015; Monaco, 2016). Millennial young adults possess fundamentally different characteristics and traits from past generations (Turner & Thompson, 2014). Certain characteristics and traits associated with the millennial generation carry out into how they navigate the world. There is increased societal pressures of obtaining instant success among this group, which has the ability to cause an increased level of anxiety. The client/counselor relationship can yield its greatest potential when the counselor is able to teach, inform, and offer clients tips on how to manage feelings of anxiety while still working towards their goals. Participants will gain an understanding of the unique traits ascribed to Millennials and the best practices to use when counseling these individuals.

Learning Objectives:

- Participants will analyze the unique traits specific to Millennials and how they impact their measure of success.
- Participants will discuss relevant issues in relation to understanding and navigating communication and resistance arising from the different generation perspectives.
- Participants will compile creative strategies to share with Millennials for alleviating society imposed success driven stress and anxiety.

Day: Saturday

Date: 2/9/2019

Room: Belmont

Time: 10:30 AM - 12:00 PM

Session Title: The Nuance of Mentoring: Your Secret Weapon to Success

Presenter(s):

Catherine Roland - Argosy University

Nicole Pulliam - Monmouth University

Robtrice Brawner - The Chicago School of Professional Psychology - Washington

Abstract: Finding a mentor, understanding how to be mentored, is vital for success as a newer college counselor or advisor, a student, faculty member, or administrator on any campus. Each member of this experienced panel was intentionally chosen, and represents a diverse community. The conversation will center around how intersecting factors of our lives impact the process of mentoring, with discussion of the value of the mentoring process for mentor and mentee, beginning with the college experience, and extending well into your life. Dedicated mentoring can be the impetus for excelling in professional and personal quests, building confidence and self-efficacy and ultimately creating bonds and trusting relationships. Mentors often see what we cannot, like how we shine. Members of this panel will share models, strategies, and wisdom. You might even hear a few 'mishaps' and what they did about those. Let's talk about the nuances of the mentoring process from beginning to... well, it never has to end. It's the secret weapon, the added boost, and sharing of wisdom only your mentor(s) brings to you. The right mentor or mentee for YOU is the quest. New or mid-level professionals, staff, clinicians, graduate students, this is for you!

Learning Objectives:

- Participants will be able to describe at least two ways in which a dedicated mentor could assist them personally to be a stronger professional, at whatever specific level that participant is, either a new, mid-life or advanced professional working on a job
- Participants will be able to assess how they may need to be mentored or supported in the academic area if they are a student, in the career area if they are a newer professional, or in their lives going forward as a career Student Affairs professional.
- Participants will be able to plan and create a team approach to becoming a mentor, and able to utilize some of the nuances offered by the experience panel members, as well as colleagues sharing in the audience.
- Participants will be able to analyze the ways in which dedicated mentoring could facilitate possible entry into a leadership role in their respective profession, as a mentee or a mentor.

Day: Saturday

Date: 2/9/2019

Room: Crown Point

Time: 10:30 AM - 12:00 PM

Session Title: Serving Veterans on Campus and their Intersectional Identities

Presenter(s):

Emily Baker - The Ohio State University

Sarah Clapp - The Ohio State University

Shelby Messerschmitt-Coen - The Ohio State University

Abstract: Since 2009, the GI Bill program has funded over one million Post-9/11 veterans and their family members. Stressors in the military (e.g., anticipation of combat, losses and deaths), as well as transitioning into college life after deployment or active duty can lead to mental health distress for student veterans (e.g., anxiety, depression, PTSD). While colleges offer mental health services to student veterans, few address the intersectional identities and comorbidity of diagnoses that these students experience. Further, 60% of student veterans utilize veteran-specific resources on campus, however only half of universities in the U.S. provide these types of resources. College counselors are in a unique position to provide veteran-specific resources, outreach, and advocacy to the student veteran population. In this presentation, veteran intersectionality will be discussed, such as LGBTQ, sexual violence, substance abuse, suicidality, and gender. In addition, specific examples of outreach and advocacy efforts by college counselors will be discussed.

Learning Objectives:

- Participants will discuss the difference between military culture and college culture as well as the complications that arise for veterans during this transition.
- Participants will analyze the various intersectional identities of veterans that are relevant to college counselors in practice and advocacy.
- Participants will describe concrete examples of veteran outreach that can be applied to diverse campuses (e.g. community, small & large colleges)

Day: Saturday

Date: 2/9/2019

Room: Mariner Point

Time: 10:30 AM - 12:00 PM

Session Title: Transgender and Gender Variant Counselors-in-Training and Their Supervisors

Presenter(s):

Artemis Ray Allen - University of West Georgia Counseling Center, Carrollton, GA

Blake Bettis - DePaul University Counseling Center, Chicago, IL

Lisa Adams - University of West Georgia Counseling Center, Carrollton, GA

Abstract: As transgender visibility continues to increase more openly transgender students are entering advanced training programs, including in counseling and psychology. This is beneficial to transgender and gender variant students who may feel more able to explore their gender identity openly with a transgender therapist or are having anxiety about navigating the complicated process of social/medical transition. However, as one of the few researchers in this area notes, "there is little specific information on the experiences and needs of TGD [transgender and gender diverse] psychologists and trainees" (Dickey & Singh, p. 938). Given that sexual minority identified mental health professionals report higher rates of burnout compared to their heterosexual counterparts (Viehl, Dispenza, McCullough, & Fuvensel, p. 354) it is important that supervisors be aware of the challenges these trainees face when entering supervision and internship. The purpose of this session is to facilitate a discussion about some of the practical challenges of working with transgender and gender variant counselors in training and what supervisors and staff can do to support these trainees and help prevent burnout.

Learning Objectives:

- Attendees will be able to identify contributors to and defenders against burnout in transgender and gender variant counselors in training.
- Attendees will be able to identify how power dynamics of the supervision relationship affects transgender and gender variant counselors and training as well as how the supervision relationship can be used as a protective measure against burnout.

Day: Saturday

Date: 2/9/2019

Room: Mission I

Time: 10:30 AM - 12:00 PM

Session Title: The Complexity of Treating Eating Disorders

Presenter(s):

Andrea Barbian-Shimberg - Liberty University

Abstract: Eating disorders have the highest mortality rate of any mental illness. It is estimated that 1-3% of women will struggle with anorexia, bulimia, or binge eating disorder in their lifetime (National Association of Anorexia Nervosa and Associated Disorders, 2017). While counselor education programs address eating disorders, further training is need for counselors who intend to work with the specialized population. This presentation will begin with examining different types of eating disorders and their diagnostic criteria. Furthermore, participants will increase their understanding of the etiology of eating disorders. Attention will be given to treatment, including, different levels of care, various evidence based practices for treating eating disorders and their comorbidities, as well as understanding the importance of the therapeutic alliance in therapy.

Learning Objectives:

- Participants will analyze different types of eating disorders and their diagnostic criteria
- Participants will explain the etiology of eating disorders
- Participants will compare different levels of care for eating disorder treatment and explore various evidence based practices for treating eating disorders and their comorbidities

Day: Saturday

Date: 2/9/2019

Room: Mission II

Time: 10:30 AM - 12:00 PM

Session Title: Wellness and Prevention with Champagne Dreams on a Beer Budget

Presenter(s):

Colleen Owens - Husson University

Nichole Proulx-King - Husson University

Gretchen Fall Sawyer - Husson University

Abstract: Anyone that works in a College Counseling Center knows students are arriving on campus with increased mental health needs. College Counseling Centers are struggling with resources and sometimes support. According to research done by the National Council on Disability (2017), institutions of higher education are struggling to provide adequate mental health services and are seeing an increase in students with a variety of complex issues. More students than ever are seeking counseling support. How do College Counseling Centers meet that demand and provide a comprehensive wellness program with minimal resources (i.e. staff, time, money, needs, working from a trailer, support)? This interactive workshop will provide information on how to tap into your Counseling Center's inner resources from a small, rural, private University perspective. The presenters from Husson University will provide tips, tricks and sinkholes to help build your own innovative program that meets the needs of your school. Why recreate the wheel when you can learn from our frustrations? Come and learn how to make your wellness and prevention dream a reality!

Learning Objectives:

- Participants will learn how to grow their own wellness prevention program while maintaining a balance of self-care.
- Participants will discover new ways to get administrative, staff, and faculty engagement for supporting new and innovative ideas.
- Participants will create a vision for maximizing resources at their own college or university.

Advocacy Panel Lunch

Day: Saturday

Date: 2/9/2019

Room: Regatta Pavillion

Time: 12:00 PM - 01:30 PM

Session Title: Advocacy Lunch - Supporting Student Success in College through a Focus on Holistic Wellness

Presenter(s):

Jeff Orgera - University of California - San Diego

Charles Lund - University of California - San Diego

Lindsay Romasanta - University of California - San Diego

Reina Juarez - University of California - San Diego

Abstract: Dr. Jeffrey Orgera, Assistant Vice Chancellor for Student Retention and Success at UC San Diego leads a team of professional staff that provides an increasingly diverse student population with opportunities that focus on intellectual, social, and emotional well-being. Using a wrap-around networked approach that includes staff, students, and counseling professionals the team is focused on normalizing and supporting the dynamic process of transitioning and thriving in college. The foundation for the work includes engaging strategies that validate the intersectional identities of college students while creating a greater sense of belonging as a springboard to success. Through a comprehensive system the student retention and success team uses common experiences, peer mentoring and coaching, text messages, and faculty and staff to build a community that celebrates and supports the success of students. By emphasizing that all students bring assets and strengths to college, Dr. Orgera's team teaches students how to leverage their strengths and unique identity (first generation, underrepresented, low-income, veteran, undocumented, international, foster youth, transfer, etc) to stretch, take risks, and seek support from others to ensure they connect with high impact learning opportunities and develop the skills to be a leader.

Learning Objectives:

- Participants will learn about the changing demographics of college students at UC San Diego and the UC system.
- Participants will learn about the current retention and graduation outcomes of first generation, Pell, and underrepresented student populations at UC San Diego.
- Participants will understand our approach to build a collaborative landscape of holistic support for students and the strategies we deploy to connect incoming and continuing students with resources.
- Participants will learn strategies to support diverse student populations in identifying culture and class as a resource for first generation, Pell, and underrepresented student populations.
- Participants will practice the skill of asset-based and identity conscious powerful questions in their 1:1 support for diverse student populations.

Day: Saturday

Date: 2/9/2019

Room: Bayview I

Time: 01:30 PM - 03:00 PM

Session Title: Every Modality Deserves Respect: EMDR and the new possibilities for College Counseling Centers

Presenter(s):

Allen Irish-Zabolotny - North Dakota State University

Abstract: Eye Movement Desensitization and Reprocessing (EMDR) was originally designed to treat individuals who were diagnosed with post-traumatic stress disorder. And yet research is beginning to show that it can be valuable in other areas as well. In an environment where time is a sensitive component and providing valuable services is essential, EMDR may be a practical therapy modality to ensure positive outcomes. In order to provide the crucial services our students require we as counselors need to grow and adapt to forms of therapy that are shorter in duration without sacrificing positive outcomes. The use of EMDR within the North Dakota State University counseling center has been a valuable component to our center. Students have presented at our counseling center for a vast variety of mental, emotional, and even physical/sexual experiences that have left them feeling on edge. The desire to return to their normal lives' feels like an impossible dream; the goal of reconnecting with others and themselves, feels impossible due to the emotional turmoil that they experience. It is a combination of their dream and their goal that allows for the use of a creative non-typical therapy modality such as EMDR within my counseling center.

Learning Objectives:

- At the conclusion of the session participants will be able to discuss Adaptive Information Processing.
- At the conclusion of the session participants will be able to recall the 8 Stages of EMDR
- At the conclusion of the session participants will be able to apply a new coping skill for themselves and their students.
- At the conclusion of the session participants will be able to identify the purpose and intent of the use of EMDR.
- At the conclusion of the session participants will be able to describe scenarios where the use of EMDR is appropriate and inappropriate.

Day: Saturday

Date: 2/9/2019

Room: Bayview II

Time: 01:30 PM - 03:00 PM

Session Title: A Development Perspective on Sleep in Emerging Adults: Interventions for College Counseling Practice

Presenter(s):

Justin Jacques - The George Washington University Colonial Health

Abstract: The unsung hero of wellness and mental health is sleep. Unfortunately sleep related conditions are common in adults and are caused by various factors including depression and anxiety (Suzuki, Miyamoto & Hirata, 2017). In the 21st century life is composed of reduced sleep times and decreased sleep quality because of the changes in today's lifestyles, which include working later and the use of computer or internet late at night (Bixler, 2009). Many college students are also at risk for sleep issues, and those at risk may also be at risk for academic failure (Gaultney, 2010). Using modern Neuroscience and looking at sleep over the course of adult development, the presenter will foster a conversation with attendees to further the knowledge and understanding of sleep and aging. Specifically, the presenters will explore emerging adult adjunctive modalities in counseling for treating sleep issues.

Learning Objectives:

- Participants will assess an overview of current conceptual and empirical literature that addresses sleep behavior over the course of emerging adult development.
- Participants will create a conceptual framework for clinicians that fosters critical thinking in regards to working with emerging adults who present with sleep issues and co-morbid sleep/mental health issues.
- Participants will compile collaborative new ideas, methods, and creative practices as it relates to emerging adult populations and sleep issues when working in university counseling centers (UCCs).

Day: Saturday

Date: 2/9/2019

Room: Bayview III

Time: 01:30 PM - 03:00 PM

Session Title: Utilizing Mixed Media to Assist College Students to Process Trauma and Set Positive Strength-Based Goals

Presenter(s):

Sharon Thompson - Troy University

Mary Taylor - Troy University

Abstract: Due to some individuals' reluctance towards traditional talk therapy, counselors must find an alternative way of exploring and addressing the diverse challenges college students face. Utilizing mixed media is a unique, yet effective, method to helping students overcome their adversities and achieve their goals. Drawing upon White's Narrative Therapy and Brief Solution Focused therapy, the mixed media techniques afford the therapist a non-verbal way to begin to process trauma which may be unspeakable for many students. Incorporating creative arts into counseling can be valuable in achieving catharsis, as it allows students to freely and creatively express emotions that are too difficult to put into words, thus raising their awareness and encouraging movement towards change. Creatively expressing thoughts and feelings through mixed media art-making is a way to reduce stress, promote self-esteem, and develop healthy coping skills. This process allows students to see past and future successes and allows them to visualize solutions and goals, which spur them forward towards their dreams. In this hands-on workshop, practitioners will learn 10 new mixed media techniques to use immediately on their campuses and create at least one mixed media sample to assist them in utilizing and remembering effective techniques for college students.

Learning Objectives:

- Participants will implement 3 key processing skills for use with mixed media.
- Participants will identify 5 mixed media interventions that can be used with students to process trauma.
- Participants will identify 5 mixed media interventions that can be used with students for goal-setting.
- Participants will create one or more mixed media samples to assist them in utilizing and remembering these techniques with their clients in this hands-on workshop.

Day: Saturday

Date: 2/9/2019

Room: Belmont

Time: 01:30 PM - 03:00 PM

Session Title: How To Create an (AAPI)phany At Your University: Creative Programming to Support Asian American Pacific Islander (AAPI) Students

Presenter(s):

Koko Nishi - San Diego State University

Abstract: (AAPI)phany was created out of the need to provide a space to discuss and explore identity development and mental health within the AAPI community. The absence of an Asian American Studies Major or other institutionalized AAPI learning programs was a primary impetus for starting (AAPI)phany. (AAPI)phany is a biweekly, workshop created in collaboration with the Counseling & Psychological Services (C&PS), and the Center for Intercultural Relations (CIR) at San Diego State University. The student-led initiative provides a space for Asian Pacific Islander (AAPI) students to discuss topics related to their racial/ethnic identity, other social identities, and how those identities connect back to mental health, psychosocial functioning, and the current socio-political climate. The over-encompassing goal has been to strengthen the university's ability to successfully support and address the needs of the AAPI community by way of providing specialized services to address their social-emotional and mental health needs. This presentation will provide a description of the background, design, implementation and the effectiveness of the (AAPI)phany workshop series. Presenters will facilitate a discussion with attendees regarding some of the challenges, lessons learned and best practices in implementing similar collaborative programming in their respective institutions.

Learning Objectives:

- Participants will explore strategies to engage AAPI college students in mental health topics aimed at increasing overall wellness and achievement of educational goals.
- Participants will increase their understanding of issues and challenges faced by AAPI college students and effective approaches for supporting them.
- Participants will identify successful approaches in developing a workshop series that focuses on the promotion of community and coalition building among underrepresented populations.
- Participate in a discussion regarding implications of implementing similar collaborative programming in their own academic settings.

Day: Saturday

Date: 2/9/2019

Room: Crown Point

Time: 01:30 PM - 03:00 PM

Session Title: The Counselor is Out of the Office and in the Classroom: Utilizing Classroom-Based Interventions at the Community College

Presenter(s):

Lisa Runck - Colorado Mountain College

Abstract: Community colleges and community college counselors play a fundamental role in American higher education attainment (Grubb, 2006; Ma & Baum, 2016). The National Student Clearinghouse Research Center (NSCRC) reported in 2013-14 that nearly half of all students who earned a bachelor's degree completed coursework at a community college (Ma & Baum, 2016). College counselors in the community college setting play a critical role in the enrollment of community college students (Dykes-Anderson, 2013) and are the third largest group of professional counselors in the educational setting (United States Bureau of Labor and Statistics, 2016). Despite the integral role of community colleges and community college counselors in American degree attainment, community college students continue to demonstrate low persistence and completion rates (Bailey, Jaggars & Jenkins, 2015; Chen & Simone, 2016; Wyner, 2014). This session will present the findings of a study conducted over two years examining the needs of community college students and the results of a classroom-based intervention delivered by community college counselors. The presenter will share strategies utilized to collaborate with faculty as well as college-wide leadership in developing the classroom-based intervention. Recommendations and lessons-learned will also be discussed.

Learning Objectives:

- Participants will describe common characteristics and challenges of community college students.
- Participants will generate a list of needed skills for community college student success.
- Participants will discuss strategies to facilitate institutional engagement with community college students.
- Participants will describe the multiple roles and challenges of counselors who work at community colleges.

Day: Saturday

Date: 2/9/2019

Room: Mariner Point

Time: 01:30 PM - 03:00 PM

Session Title: Unpacking Dreams and Reality: Creative Group Approaches for Students Upon Re-Entry to Campus After Study Abroad

Presenter(s):

Mandy Kellums Baraka - Wheaton College

Valencia Wiggins - Moody Theological Seminary

Abstract: Our increasingly connected world requires counselors to have a global perspective and skills to work with diverse clients. The American Counseling Association endorsed competencies to address cultural and social issues in counseling and underscore the profession's commitment (Ratts, Singh, Nassar-McMillan, Butler, & McCullough, 2015). One manifestation of these competencies with little research is in college counseling with students in study abroad programs. For students who study abroad, the transition back to life at college is full of excitement and challenges. Re-adjustment to campus pace and to familiar yet different places can create confusion and conflict. Additionally, students' perspectives on themselves and study-abroad experiences change over time, thus, these experiences are worth processing. Groups that address study abroad student needs can be an effective way college counselors provide crucial and preventative services. College counselors can work with students who experience challenges to frames of reference and points of view to promote personal growth and navigate the transition in a healthy manner. This presentation will provide resources to implement in a group format after study-abroad to help smooth transitions, integrate experiences, and help students take action as engaged, global citizens. Direct quotations, clinical suggestions, and applications to other populations will be discussed.

Learning Objectives:

- Participants will recognize the unique experience of cultural transitions and re-entry for students in study-abroad programs, particularly students of minority status on campus.
- Participants will identify how groups can act as prevention and support for study-abroad students upon return to campus.
- Participants will discuss at least 3 separate clinical recommendations for the purpose of helping clients unpack their study-abroad experience through a group experience.

Day: Saturday

Date: 2/9/2019

Room: Mission I

Time: 01:30 PM - 03:00 PM

Session Title: The Impact of the Coach-Athlete Relationship: Implications for Student-Athlete Well-Being and Therapeutic Practice

Presenter(s):

Sonja Lund - Old Dominion University

Abstract: It is common for student-athletes to experience more stress compared to their peers as they balance both academic and athletic demands. Because of their sport participation, they often spend many hours with their coach with whom they can form negative or positive interpersonal relationships. Inherent in this relationship is a power differential as coaches often have power over a student's playing time, scholarship money, and the quality of their daily lives (Roxas & Ridinger, 2016). Coaching attitudes and behaviors can impact student-athlete well-being (Stebbins, Taylor, & Spray, 2016). Interpersonal conflict with a coach potentially leads to disinterest, unhappiness, and fatigue (Davis & Jowett, 2014). Conversely, athletes not experiencing interpersonal conflict are more likely to perform well in high-pressure environments. Emotional abuse, the most common form of coaching abuse, is correlated with depression, disordered eating, anxiety, and social withdrawal (Kavanagh, Brown, & Jones, 2017). The goals of this session are to (a) examine elements of the coach-athlete relationship and how they impact student-athlete well-being, (b) examine how these elements may differ for minority status student-athletes, and (c) examine therapeutic interventions that may prove useful when working with student-athletes struggling with negative coach-athlete relationships.

Learning Objectives:

- By the end of the session, participants will be able describe how the coach-athlete relationship can negatively and positively impact the college student-athlete.
- By the end of the session, participants will be able to identify therapeutic interventions that may prove useful for student-athletes struggling with negative coach-athlete relationships.
- By the end of the session, participants will be able to define specific elements that comprise the coach-athlete relationship including coaching attitudes and behaviors.
- By the end of the session, participants will be able to describe how minority status affects the coach-athlete relationship.

Day: Saturday

Date: 2/9/2019

Room: Mission II

Time: 01:30 PM - 03:00 PM

Session Title: Leveraging the power of peers in promoting mental health

Presenter(s):

Samantha Bearman - UC Santa Barbara

Gladys Koscak - UC Santa Barbara

Abstract: As a growing number of students seek counseling services, universities have increasingly looked to peers to promote awareness of mental health concerns and prevent the emergence of mental health challenges amongst students. The UCSB Mental Health Peer (MHP) program team is comprised of undergraduate students from diverse backgrounds who provide 1) peer-to-peer counseling, 2) tailored 1-to-1 coaching for students with academic anxiety, 3) workshops to the campus community (e.g., self-care, stress reduction, relaxation, suicide prevention), and 4) quarterly events to manage common challenges (e.g. effectively manage transitions such as graduation, moving home, studying abroad). Additionally a core goal of the program is to extend our reach into student communities that are typically underserved with regard to mental health outreach and treatment, and as such our peers also serve as key liaisons to student organizations and communities across the university. Finally, we recognize that a core way to reach and intervene with students needs to happen digitally, and thus we have programming on our website <https://www.ucsbmhp.com/> and have a daily presence on Facebook and Instagram to engage students in ways to be more resilient. This presentation will focus on the ways that we leverage peer support to promote mental health.

Learning Objectives:

- Develop understanding of concrete ways that peers can be utilized in mental health promotion and prevention efforts.
- Discuss unique messaging and program designs that peers can deliver to other students regarding mental health concerns

Day: Saturday

Date: 2/9/2019

Room: Bayview I

Time: 03:30 PM - 05:00 PM

Session Title: Self-Care: A Responsibility to Self, Colleagues and Clients

Presenter(s):

Deena Crawford - The University of Southern Mississippi

April Lomax -

Abstract: While clinicians talk with their clients often about the importance of self-care, clinicians, themselves, struggle with this concept. This session will look at how ourselves, colleagues and clients are affected by our personal level of self-care. This breakout session will focus on the concepts of secondary trauma, burnout and compassion fatigue and how self-care can interrupt feelings and behavior associated with these issues. Attendees will complete the Professional Quality of Life Scale (PROQOL) to identify positive and negative ways that their profession effects their life. In addition, an inventory of life balance will be completed to begin a plan of self-care that can improve quality of life.

Learning Objectives:

- Be able to identify signs and symptoms of secondary trauma, burnout, and compassion fatigue associated with professional roles
- Be able to identify behaviors that can interrupt the signs and symptoms of secondary trauma, burnout, and compassion fatigue.
- Complete a Professional Quality of Life Scale to identify positive and negative effects of professional roe.
- Identify three personal self-care behaviors that can positively effect quality of a clinician's life, and relationships with colleagues and clients.

Day: Saturday

Date: 2/9/2019

Room: Bayview II

Time: 03:30 PM - 05:00 PM

Session Title: Mental Health Peer Educator Program: Building a Mental Health Culture at a Community College

Presenter(s):

Gil Perez - College of San Mateo

Abstract: Stigma is one of the biggest barriers to seeking help for college students who are experiencing mental health challenges. Building a positive mental health campus culture among students is important in order for students to seek out the support they deserve and persist towards achievement of their educational goals. Utilizing student peers is a vital approach for improving the prevention, detection, and treatment of mental health issues on college campuses. The presenter will provide an example of a community college's program that utilizes a peer-to-peer model to promote mental health through outreach, collaboration, and education. This session would overview the mental health peer educator program at College of San Mateo and offer ideas and practices that engage and educate students in diverse college settings to address their mental health needs.

Learning Objectives:

- Participants will be able to describe mental health challenges college students face and identify barriers to seeking help
- Participants will discuss ways to reduce mental health stigma and increase help seeking behaviors among college students
- Participants will acquire knowledge and skills that will assist counselors in the successful development of a mental health peer educator program on their campus
- Participants will be equipped with effective outreach activities and strategies to engage and educate college students about mental health and promote mental well-being

Day: Saturday

Date: 2/9/2019

Room: Bayview III

Time: 03:30 PM - 05:00 PM

Session Title: How to Solve the Rubik's Cube and Learn Mindfulness to Manage Stress

Presenter(s):

James Smith - Lincoln University of Missouri

Abstract: This presentation describes current research on the usefulness of teaching college and university students Mindfulness Based Stress Reduction (MBSR) techniques. Researchers have identified that MBSR can be used to help students reduce their stress (Bamber & Kraenzle Schneider, 2016; Kerrigan, Chau, King, Holman, Joffe, & Sibinga, 2017), reduce experiences of test/evaluation anxiety (Dundas, Thorsheim, Hjeltne, & Binder, 2016; Hjeltne, Binder, Moltu, & Dundas, 2015), avoid unhealthy drinking behaviors (Bodenlos, Noonan, & Wells, 2013), and even improve mood and recovery in injured university athletes (Mohammed, Pappous, & Sharma, 2018). The presenter will demonstrate how when solving a Rubik's Cube a person uses the fundamental principles of MBSR. The presenter will invite discussion on ways this method of teaching MBSR can be used on college and university campuses.

Learning Objectives:

- Participants will identify the fundamental concepts of Mindfulness Based Stress Reduction (MBSR).
- Participants will understand how MBSR can be used to address various concerns of college and university students in both mental wellness and prevention.
- Participants will apply MBSR concepts to the practical exercise of solving a Rubik's Cube.
- Participants will discuss strategies for campus use of the ideas presented in this session.

Day: Saturday

Date: 2/9/2019

Room: Belmont

Time: 03:30 PM - 05:00 PM

Session Title: "What Does Your Counseling Center Say About You?"

Presenter(s):

Erica James - Francis Marion University

Chika Ofuani Hooper - Florida Agricultural and Mechanical University

Reisha Moxley - Emory University

Krystal Meares - North Carolina State University

Abstract: College counseling centers have been tasked with providing mental health services for students, supporting faculty and staff, and creating an environment that attends to the needs of diverse student bodies. While student demand for services has increased consistently over the last 10 years (Xiao, Youn, Castonguay, Hayes, & Locke, 2017; Maffini & Toth, 2017), students from universities across the country have continued to demand staff and service diversity in their counseling centers (Clauss-Ehlers & Parham, 2014). This suggests the need for institutions to take a critical look at what their respective counseling centers are communicating about who they are as a staff, what they value, and what services they are able to provide the student body. Through an examination of historical context, this breakout session will cultivate discussion about ways to ensure that the intended mission of your counseling center is reflected in center programming, organizational structure, and the overall environment.

Learning Objectives:

- Critique historical contexts (at the university level and center level) and assess the impact this may have on recruitment and retention of staff.
- Analyze current environment, programming, clinical titles, staff make-up, and service logistics of the counseling center.
- Compile information and examine how the historical factors and current center functioning may be creating an environment which contradicts the stated goals of the center mission.

Day: Saturday

Date: 2/9/2019

Room: Crown Point

Time: 03:30 PM - 05:00 PM

Session Title: Peers Supporting Peers: A Creative Method for College Student Advancement

Presenter(s):

Matthew Kridel - University of California, Irvine

Rebecca LeCroix - University of California, Irvine

Xiao He - University of California, Irvine

Abstract: College students' mental health difficulties and demand for counseling services are increasing (Xiao et al., 2017), leading to a greater need for college student resilience and support (First, First, & Houston, 2018). To meet student needs, many counseling centers employ alternative service provision models, including paraprofessional peer programs (Newton & Ender, 2010; Smith, 2013). These paraprofessional students often receive training in helping microskills, psychoeducation provision, and crisis response and referral. These peers then provide services similar to those normally provided by masters and doctoral level counselors, while remaining under the supervision of such professionals (Smith, 2013). Potential advantages of paraprofessional programs include helping to meet the demand of college counseling centers, decreasing demand on individual providers, and allowing students who may be reluctant to access services due to age differences to interact with peers (Kirsch et al., 2014). This session will include a current literature overview on practices in paraprofessional/peer services in college counseling centers; description of four paraprofessional programs at the University of California, Irvine; and facilitation of discussion about creating paraprofessional programs at participants' own centers. This session will also include doctoral interns' reflections on co-facilitation of these programs.

Learning Objectives:

- Participants will be able to discuss, identify, and cite literature related to paraprofessional work in college counseling centers and other healthcare fields.
- Participants will be able to provide examples of paraprofessional programs at other counseling centers, including advantages and disadvantages of their design.
- Participants will be able to identify opportunities and obstacles to implementing a paraprofessional program at their own counseling center.
- Participants will be able to understand the opportunities for training and supervision that paraprofessional programs provide for practicum and internship students.

Day: Saturday

Date: 2/9/2019

Room: Mariner Point

Time: 03:30 PM - 05:00 PM

Session Title: More Than a Sticker. Understanding and Advocating for LGBTQ+ Safe Zone

Presenter(s):

Lee Bard - Villanova University

Abstract: Historically, the Safe Zone program has existed as an important and powerful LGBTQ+ allyship training and psychoeducation tool promoting visibility and inclusivity on college campuses. However, as the LGBTQ+ community grows and changes to encompass more identities, the successes of these trainings are limited when encountering administrative barriers and continuous evaluation is not conducted. As counselors, we have a duty to advocate for the needs of students within our communities. In this session, I will provide some suggestions for program activities and discuss the experiences and challenges of advocating for Safe Zone trainings at an institution. Together we will engage in an interactive analysis of case studies and discuss best practices in program evaluation, marketing, and advocacy.

Learning Objectives:

- At the end of this session, attendees will be able to assess need for and analyze LGBTQ+ outreach on college campuses by collecting survey or evaluation data.
- At the end of this session, attendees will be able to discuss and explain importance of LGBTQ+ outreach using collected research data.
- At the end of this session, attendees will be able to implement new activities and strategies to improve existing LGBTQ+ outreach.
- At the end of this session, attendees will be able to prepare for barriers and navigate campus culture to advocate for LGBTQ+ students.

Day: Saturday

Date: 2/9/2019

Room: Mission I

Time: 03:30 PM - 05:00 PM

Session Title: Out With the Millennials in With Gen Z

Presenter(s):

Jenny Wagstaff - Campbell University

Beth Vincent - Campbell University

Sarah Parlier - Trails Momentum

Abstract: Move over Millennials there is a new generation in town known as Generation Z. Believe it or not, the youngest Millennial is now 23 years old which means traditional aged undergraduate students now belong to Generation Z (i.e. those born from 1997 - 2015). This breakout session will introduce participants to our newest generation of students. If you thought millennials were lonely, this generation reports higher rates loneliness. If you thought millennials were obsessed with technology, this is a generation that has never known a world without the internet and smart phones. If you thought the waiting list to see a counselor was already long on your campus, this is a generation that likes to talk about their mental health and is not afraid to ask for help. In addition to discussing Gen Z's characteristics, the presenters will also focus on what drives this generation in order to best accommodate their mental and emotional needs. Finally, this session will conclude with a group discussion about how to incorporate technology into your counseling sessions as a means to effectively reach this generation.

Learning Objectives:

- By the end of the session, participants will be able to explain how Generation Z is not simply an extension of the millennial generation by describing their unique characteristics.
- By the end of the session, participants will be able to summarize what drives Generation Z.
- By the end of the session participants will discover a minimum of three counseling techniques and strategies that are effective when working with Generation Z.

Day: Saturday

Date: 2/9/2019

Room: Mission II

Time: 03:30 PM - 05:00 PM

Session Title: An environmental and systemic approach to promoting student resilience: Perspectives from a Historically Black University

Presenter(s):

Amber Jolley-Paige - Morgan State University

Abstract: Current trends in college counseling indicate that students are potentially matriculating into college with more severe and complex mental health concerns, resulting in an increased demand for mental health services. This, accompanied with the perception that students are less able to cope with life's stressors has led many universities to develop programming and initiatives to build student resilience to better cope with adversity. The process and construct of resilience is multifaceted in nature; however, much of the current research on resilience focuses on harnessing individual traits and resources such as hardiness, optimism, grit, and intelligence. This focus on individual traits largely ignores the social and cultural contexts that students operate within that may generate stressful events and/or promote mental and physical wellbeing. Promoting resilience building strategies in the absence of environmental and social contexts may unintentionally miss many students from diverse populations including students of color, low-income students, LGBTQ+ students, and international students. This presentation will discuss counseling and resilience constructs from the perspective of a Historically Black University counseling center. This presentation aims to conceptualize resilience from an individual, environmental and societal perspective and encourages participants to consider how resilience may develop and function across differing sociocultural contexts and within interconnected systems.

Learning Objectives:

- Participants will critique the varying definitions and current approaches to building resilience.
- Participants will conceptualize and define resilience from a systems framework.
- Participants will assess and revise current practices aimed at promoting student resilience.

Concurrent Breakout Sessions Sunday, February 10, 2019

Day: Sunday

Date: 2/10/2019

Room: Bayview I

Time: 08:30 AM - 10:00 AM

Session Title: Destigmatizing Mental Health in Athletes

Presenter(s):

Jay Darr - University of North Texas

Abstract: This workshop will introduce an approach to destigmatizing mental health, facilitating early identification, normalizing care seeking among student-athletes, and liaising with a university athletic department.

Learning Objectives:

- Participants will analyze the role of pre-participation mental health screening in evaluating student athletes' overall health and well-being.
- Participants will assess how to evaluate pre-participation mental health screening results and conduct follow-up interviews
- Participants will list methods to introduce (and destigmatize) mental health issues with student athletes
- Participants will list key mental health services that are needed within a university athletic department
- Participants will discuss how to coordinate mental health services between a university's counseling center and athletic department

Day: Sunday

Date: 2/10/2019

Room: Bayview II

Time: 08:30 AM - 10:00 AM

Session Title: Introduction to CAS Standards for Counseling Services: Uses for the College Counseling Centers

Presenter(s):

Perry Francis - Coucil for the Advancements in Higher Education

Abstract: The Council for the Advancement for Standards in Higher Education has developed specialty standards for college counseling centers that can be used in numerous ways including advocating for support for the center, self-assessment, program evaluation, outcome research, and staff development. This presentation will provide the participants with the necessary information to begin the process of planning a CAS self-study including tailoring it to meet the diverse needs of the profession.

Learning Objectives:

- To list and describe the CAS Standards & Guidelines for use in analysis of College Counseling services.
- To analyze CAS Standards and functional areas (College Counseling) for use in creating plans for improvement, expansion, or demonstrating efficacy of services
- To use CAS standards to design tools for data collection to discuss and explain impact of services on student body.
- To create or develop assessment tools aligned with CAS Standards to create outcome studies for development of strategic goals.

Day: Sunday

Date: 2/10/2019

Room: Bayview III

Time: 08:30 AM - 10:00 AM

Session Title: "The Suicide Paradox": Examining the Impact of Relationships and Mental Health in College Students and How We Can Help

Presenter(s):

Meredith Klipple - University of Texas at San Antonio

Abstract: As a relational phenomenon, suicide appears paradoxical (Jobes, 2000). When a person lacks personal connection and support in key relationships, risk for suicidal behavior increases. In the reverse, when personal connection in key relationships is present, suicidal behavior is preventative. (Paulson & Worth, 2002). College student suicide is the most common crisis situation encountered by college counselors (Drum, Brownson, Burton-Denmark, & Smith, 2009). College student suicide is a rampant and complex phenomenon that has a myriad of relational features involved. The majority of research on college student suicide is on recognizing risk factors, risk assessment, and prevention strategies. In opposition of traditional interventions to suicide counseling, Relational-Cultural Theory (RCT) tends to the many needs of suicidal students who long for connection in authentic relationships. This presentation will evaluate the numerous treatment errors commonly made in suicide counseling, counselor attitudes about suicide, and how to integrate tenets of RCT to combat these errors. The presentation will explore college suicide counseling and the influence of connection and disconnection with others, condemned isolation, benefits of mutual empathy and authenticity, and relational images.

Learning Objectives:

- Participants will describe the common treatment errors of counselors working with suicidal clients.
- Participants will discuss how Relational Cultural Theory can combat treatment errors and assist in suicidal counseling with college students.
- This presentation will explain how Relational Cultural Theory can combat treatment errors and assist in suicidal counseling with college students.

Day: Sunday

Date: 2/10/2019

Room: Mission I

Time: 08:30 AM - 10:00 AM

Session Title: Augmentative Mental Health Services for Former Foster Youth: A Collaborative Effort Between SDSU C&PS and Guardian Scholars

Presenter(s):

Michael Juan - San Diego State University

Koko Nishi - San Diego State University

Abstract: An estimated 1-11% of former foster youth graduate from college. Compared to 24% of non-foster youth who reach graduation, it is evident that a discrepancy exists and must be addressed. While it is convenient to attribute this statistic to the experiences unique to former foster youth, one important factor in improving the rate is the commitment student affairs professionals make towards student success. Recently, San Diego State University Guardian Scholars (GS) Program partnered with Counseling and Psychological Services (C&PS) to provide augmented support to their students. The collaboration represents an innovative solution to a long-standing problem – how do we connect these students to mental health resources, with minimal intrusion, understanding that rapport may be an obstacle? It provides critical psychosocial support to GS students, staff, and programming with the goal to retain and graduate students by addressing their social-emotional and mental health needs. Presenters will describe the background, design, implementation, and effectiveness of this collaboration to provide services addressing the mental health needs of former foster youth. Presenters will facilitate a discussion regarding the obstacles, solutions, and lessons learned in implementing collaborative programming across departments. Attendees will learn how they may develop similar programming at their respective institutions.

Learning Objectives:

- Participants will explore strategies to engage former foster youth students in mental health topics aimed at increasing wellness and attaining educational goals.
- Attendees will learn about effective approaches for supporting staff in such collaborative efforts.
- Participants will increase their understanding of possible obstacles and lessons learned in implementing collaborative programming between a former foster youth academic support program and a university counseling center.
- Attendees will participate in a discussion regarding implications of implementing similar collaborative programming in their own academic settings.

Day: Sunday

Date: 2/10/2019

Room: Mission II

Time: 08:30 AM - 10:00 AM

Session Title: Building Self-Concept with Students with LD: Implications for College Counselors

Presenter(s):

John O'Malley - University of Denver

Abstract: Learn actions steps college counselors can take to better support the social/emotional needs of students with a learning disability on their campuses. Participants will come away with tangible recommendations on how to help students with an LD build a positive self-concept. Because research has pointed to the academic and career domains taking priority in supporting students with LD, this presentation gives college counselors concrete skills to support the social/emotional needs of students with LD. This session will present original qualitative research on the lived experiences of six college students with learning disabilities and the implication on how college counselors' relationship with students with LD can improve the psycho-social development of these students. Participants will walk away with practical tips and strategies for how to better support students who have learning disabilities at their college.

Learning Objectives:

- Describe what a Learning Disability is and what it is not
- Utilize Carl Rogers' three dimensions of self-concept and how focusing on these three areas can be helpful in building a student's self-concept
- List the top barriers students with LD face on a college campus and how the counseling relationship can help students overcome these barriers
- Apply practical tips and strategies for better supporting students with LD.

Day: Sunday

Date: 2/10/2019

Room: Bayview I

Time: 10:30 AM - 12:00 PM

Session Title: Lonely Campus Lonely Country

Presenter(s):

David Davar - Jewish Theological Seminary

Abstract: Survey data increasingly show a growing epidemic of isolation and loneliness in many countries. On college campuses many students feel isolated and alone. The scale of the problem ranges from the homesickness and "friendsickness" so typical of the first semester away from home to the "horror of loneliness" described by Fromm-Reichman in 1969 and increasingly common among students who are unable to find friends and community on campus -- even years after leaving home. New research on the increasing problem of loneliness in the U.S. & on campus is reviewed. Findings on the relationship between loneliness, physical health, mental health, internet addiction, stalking on campus, and suicidality are discussed. Potential treatment interventions and campus initiatives are proposed.

Learning Objectives:

- Participants will be able to knowledgeably describe the scale of the problem of loneliness on college campuses today.
- Participants will be able to list and describe the impact of loneliness on students including physical and mental health consequences.
- Participants will be able to knowledgeably describe the association between internet addiction and loneliness, as well as the link between profound loneliness and stalking.

Day: Sunday

Date: 2/10/2019

Room: Bayview II

Time: 10:30 AM - 12:00 PM

Session Title: Raising self-awareness and self-examination to deepen cultural humility

Presenter(s):

Enedelia Saucedo - University of North Texas Counseling & Testing Services

Arlene Rivero Carr - University of North Texas Counseling & Testing Services

Abstract: As our socio-political climate addresses systemic injustices, clinicians can struggle to keep pace with the required components of cultural competency and social justice advocacy, including awareness, knowledge, and skills (Sue, D. et al, 1992). The practice of cultural humility, for example, involves lifelong learning and critical self-examination (Mosher, D. et. al, 2017). While many are committed to the learning journey, the work of multicultural competency and social justice, requires deliberate self-reflection, which in turn requires one to pause and dialogue. Further, our roles as social justice advocates demand a deep understanding of the social conditions that are often grounded in suffering and oppression; work which is emotionally labor-some and can lead to burnout; especially for those clinicians who come from historically oppressed groups (Chen& Gorski, 2015). The intention of this program is to help participants slow down, reflect and engage in self-compassion in order to promote resilience to sustain our work. Presenters will review social justice terminology, current multicultural guidelines and standards of practice. Participants will engage in a self-assessment of their own multicultural competence, reflect on their social justice values and experiences, and set goals for how they wish to address their (self-identified) areas of growth.

Learning Objectives:

- Increase knowledge and understanding of current multicultural and social justice concepts
- Reflect on social justice values, knowledge, biases, and experiences related to cultural competency
- Identify areas of growth to increase multicultural competence
- Identify ways to implement a plan for growth

Day: Sunday

Date: 2/10/2019

Room: Bayview III

Time: 10:30 AM - 12:00 PM

Session Title: Non-Traditional Counseling Interventions: Hypnotherapy and Neuro Linguistic Programming in College Counseling

Presenter(s):

Abstract: The purpose of this presentation is to engage participants in becoming more knowledgeable, familiar and aiming to understand and appreciate the diversity of non-traditional counseling techniques, specifically hypnotherapy and Neuro-Linguistic Programming (NLP) as it intentionally relates to the college population. Participants will become aware of the different interventions that can be utilized to treat specific diagnoses and issues presented with the college population. The presenter will also demonstrate basic hypnotic suggestions as well as discuss the pros and cons of utilizing such interventions within the college counseling setting.

Learning Objectives:

- Participants will analyze the diversity of non-traditional counseling techniques, specifically hypnotherapy and Neuro-Linguistic Programming (NLP) as it intentionally relates to the college counseling population and brief therapy model.
- Participants will discuss the different interventions that can be utilized to treat specific diagnoses.
- Participants will assess the potential concerns and benefits presented while incorporating hypnotherapy and NLP with the college population.

Day: Sunday

Date: 2/10/2019

Room: Mission I

Time: 10:30 AM - 12:00 PM

Session Title: Normal Is Soooo Overrated: Decreasing the Stigma of Mental Health Issues on Community College Campuses

Presenter(s):

Gina Terry - Greenville Technical College

Juhi Gor - Greenville Technical College

Barbara Beeks - Greenville Technical College

Nita Chambers - Greenville Technical College

Abstract: Sometimes being abnormal helps to make things seem more normal, and that is why we decided: "Normal is Solo Overrated." In this session, we will talk about the importance of decreasing the stigma of mental health issues and increasing the utilization of resources on the community college campus. We will discuss some of the initiatives that we have implemented on campus and the impact it has had with our students, faculty, and staff. You'll walk away understanding why "Normal is Sooooo Overrated" and also gain practical tips for increasing and normalizing the conversation about mental health related issues on your campus.

Learning Objectives:

- Describe why it is important to decrease the stigma associated with mental health related and seeking assistance on college campuses.
- Design creative initiatives to increase awareness and usage of counseling services on your campus.
- Implementing strategies discussed in a way that suitable to the culture of your campus.

Day: Sunday

Date: 2/10/2019

Room: Mission II

Time: 10:30 AM - 12:00 PM

Session Title: A tale of two initiatives: The Saskatchewan experience with improving access to mental health care

Presenter(s):

Jenny Keller - University of Regina

Delaine Shackleton - University of Regina

Abstract: Access to mental health care is an important public health issue. People with untreated mental health problems are more likely to experience a variety of ongoing negative impacts. Early access to mental health care is key to supporting and promoting academic success and retention of university/college students. Approximately 32% of university students report having current mental health problems and only 33% of those report having participated in mental health treatment. A recent study found that young Canadians are struggling to access basic care for mental health needs. The aim of our initiatives is to improve ease of access to timely and appropriate campus mental health services. In order to improve access and efficiency, two models of drop-in availability have been implemented at the University of Regina. Both models focus on early identification of vulnerability and provide brief and targeted interventions. One model is in partnership with an academic faculty and situates a counselor closer to where the students and faculty are. The other service is housed at the centralised counseling centre. This break out session will describe our experiences with the two models, highlighting our best and worst in learning, adapting, resolving, and improving student mental health outcomes.

Learning Objectives:

- Identify the practicalities involved in developing drop-in mental health care on campus.
- Assess experiential information in considering the design and maintenance of drop-in mental health care on campus.

Poster Presentations

Posters will be presented in the Mission III Ballroom. Poster presenters will be available to answer questions on Saturday, February 9th starting at 5PM.

Session Title: Sorority Women and Alcohol Use: Tips for Working within the Greek Community

Presenter(s):

Betsy Zimmerman - Old Dominion University

Abstract: This poster will begin by providing preliminary education about substance abuse as it relates to college students. Next, the the poster will explore the current issues facing the Greek-letter community with a focus on the most recent media-covered cases with Greek-letter organizations and alcohol abuse. Then, by utilizing Social Norms Theory and current research, the subculture of Greek-letter organizations, and specifically sororities, will be explored. In addition, the relationships between campus partners (e.g. Student Affairs Professionals) will be considered and ways to collaborate with those partners will be explored. Interventions specific to substance abuse and college students will then be reviewed and approaches for implementation will be suggested. This poster presentation is based on the current needs of college students and Greek-letter organization members, but more specifically, sorority members of the Greek-lettered community.

Learning Objectives:

- To discuss the unique experiences of sorority members and their relationship to and use of alcohol.
- To explore the relationship between campus partners, national organizations, and other members of the college community when addressing alcohol related issues within the sorority community.
- To explore new interventions for working with sorority members in the Greek-letter community within the college counseling environment.

Session Title: Female Single-Sex High School Graduates Transition to College Life: A Wellness Perspective for Counselor Educators

Presenter(s):

Cody Dickson - Wayne State College

Abstract: This study utilized a phenomenological qualitative approach to investigate the transition to college and the continued collegiate experience of emerging adult (EA) female graduates of single-sex high schools in Texas. This study paid particular attention to the concept of comprehensive wellness as a factor in the young women's transitions. The purpose of this study is to address the limited research on how female EAs experience the transition to college from single-sex high schools and whether the transition occurs in a healthy manner. Furthermore, as counselor educators, we must discover what supports should be in place to assist these students in high school and in college. The sample is drawn from graduates of schools participating in the Young Women's Preparatory Network in Texas. Participants in this study ranged in age of 18-25 years, the theoretical range for emerging adulthood. This study employed a semi-structured interview of college females. The interviews resulted in five themes focused on the transition to college, being academically prepared for college, peer and social supports, expectations, and wellbeing. Finally, as individual counselors, school counselors, and counselor educators, we have a professional mandate to address the mental health and wellness needs of this population and of all students.

Learning Objectives:

- Analyze the contextual layers of transitioning from high school to college for female single-sex high school graduates.
- Identify recommendations for advocacy and leadership on both college and high school campuses to address transitional issues including how collaboration and consultation between high school and college staff can aid in this transition.
- Evaluate practice, policy, and research implications for students transitioning to college as well as examine a focus on a wellness perspective for college readiness.

Session Title: Campus Warriors: Assessing Racial Battle Fatigue for Black Students at a PWI

Presenter(s):

Kristopher Hall - University of San Diego

Abstract: The student experience can be particularly difficult for African-Americans attending predominantly white institutions (Guiffrida & Douthit, 2010). Students consistently experience microaggressions, making them feel intellectually inferior and unwelcomed (Sue et al., 2008), possibly eroding their resilience and contributing to mental health issues. Racial Battle Fatigue (RBF) encompasses the physical, psychological, and behavioral responses to consistent racial aggression due to being a person of color (Franklin, Smith, & Hung, 2014; Smith, 2009). Those experiencing RBF may seek college counselors, however, those who do engage treatment often report negative experiences including lack of diverse service providers (Broman, 2012). Given that minority students are likely to be seen by a therapist of majority culture, it is important for these them to understand how these experiences may contribute to symptomology. The purpose of this presentation is to present research regarding African-Americans on a PWI and their experiences with RBF. This data will then be used to help college counselors understand the cultural context of these African-American students and best practices to tailor treatment based on their needs.

Learning Objectives:

- Participants will learn the definition of Racial Battle Fatigue and how it can affect Black and minority students on campus.
- Participants will become aware of the experiences of Black students studying at a PWI.

Session Title: Shifting partnerships and career services to increase support for underrepresented students

Presenter(s):

Revae Hitt - Ohlone College Tri-Cities Career Center

Abstract: Aligned with the paradigm shift towards social justice approaches and engaging diverse student populations in new and innovative ways, college career centers are reinventing their services (Dey & Cruzvergara, 2014; Fickling, Lancaster, & Neal, 2018). This poster session will outline the beginning stages of the Ohlone College Tri-Cities Career Center's Diversity & Inclusion project to broaden and specialize career services for underrepresented students, such as low income students, students with disabilities, and student veterans. The Ohlone College Tri-Cities Career Center receives federal funding powered by the Workforce Innovation and Opportunity Act (WIOA) of 2014. This allows the career center to act as a hybrid, serving Ohlone College students as well as adult and dislocated worker community members. The Ohlone College Tri-Cities Career Center is in a unique position to leverage WIOA funding to serve underrepresented student populations (Newell, 2018). This poster will provide an overview of the career center's shifts in partnership development, funding, and services related to the project serving underrepresented student populations. Benefits and limitations of these shifts will be explored, and implications for moving from a service based model to a community connections model will be considered.

Learning Objectives:

- Gain an understanding of Workforce Innovation and Opportunity Act (WIOA) funding streams and eligibility for adults and dislocated workers
- Gain an understanding of Ohlone College Tri-Cities Career Center's new partnerships related to the Diversity and Inclusion project
- Gain an understanding of Ohlone College Tri-Cities Career Center's new services and programming for underrepresented student populations

Session Title: Mind Lexicon: College Students' Understanding of Mental Health Terminology

Presenter(s):

Hanako Justice - University of California, Los Angeles

Abstract: Background: Many college campuses conduct and evaluate mental health (MH) initiatives but assessment of mental health literacy is inconsistent. The Mind Lexicon survey examined students' understanding of common MH terms and relations of this understanding to stigma. Methods: 965 students completed an online survey asking them to define 12 MH terms, including specific disorders (i.e. "anxiety disorder") and general concepts (i.e. "self-care"). Researchers scored responses to assess: demonstrated knowledge (4-point scale from good [1] to incorrect [4]) and evidence of stigma (yes/no). Anchor definitions were constructed and key examples selected to highlight levels of understanding, expressions of stigma, and common misconceptions. Results: Students' mean knowledge of the terms were best for the term "Resilience" (M=1.7, SD=.85) and poorest for "Positive Psychology" (M=2.8, SD=.83). Evidence of stigma was associated with lower knowledge scores ($t(964) = 125.2, p < .001$). Common misconceptions of MH terms include mental health as a lack of mental illness and OCD as a "neat freak." Conclusions: Students' often poor understanding of MH terms is associated with using stigmatizing language in defining the terms. By directly targeting these misconceptions and gaps in understanding, MH initiatives can address stigma and inequalities in MH care.

Learning Objectives:

- The learner is able to identify at least two mental health terms that students use comparatively less stigmatizing language to define.
- The learner will be able to identify the relationship between level of MH term knowledge and expressions of stigma.

Session Title: International Students in the United States and University Counseling Services

Presenter(s):

Ahmet Can - Northern State University
Yegan Pillay - Ohio University

Abstract: According to Open Doors Report, there were over 1.2 million international students officially entered at colleges and universities in U.S. and the number of international students in U.S. increased 3.4% in 2016-2017 academic term (Open Doors Report, 2018). International students are a heterogeneous group in terms of their national and cultural backgrounds. Nilsson and Anderson (2004) stated that the degree of difficulty experienced by international students tends to be associated with the degree of dissimilarity between the students' native culture and the U.S. culture. Having stating all these differences, it is obvious that understanding the barriers and needs of such diverse populations in reaching quality counseling services will improve the efforts of mental health and counseling centers in terms of providing efficient support for making such enculturation is less painful and productive to them. Thus, the poster session will provide overview regarding research-based synthesis about the common challenges, difficulties, and barriers that international students face while pursuing their education in U.S. higher education institutions. In addition to focusing on the students, the poster session will provide attendees to consider counseling theories and empirically supported therapy techniques utilized with international students attending college in the United States.

Learning Objectives:

- Attendees will describe the common challenges or problems experienced by graduate and undergraduate international students and the areas in which these might be experienced (e.g., social, cultural, academic).
- Attendees will recognize the barriers to help-seeking behavior for international students and specific strategies that might enhance the usage of counseling centers by international students.
- Attendees will utilize effective prevention and intervention treatment modalities for common problems experienced by international students (e.g., depression, anxiety).

Session Title: An exploration of current trends, attitudes, and implementation climate towards evidence-based practice among college counselors

Presenter(s):

Sean Newhart - William & Mary

Patrick Mullen - William & Mary

Abstract: University and college counseling centers (UCC) play a significant role in promoting optimal functioning for students at risk of experiencing numerous mental health difficulties. UCCs provide a range of services to students, including individual counseling, collaboration with campus departments, suicide prevention, crisis services, and outreach programming. Researchers have supported that college counseling services are as effective as treatment in clinical trials (e.g., CBT). As with other mental health settings, college counseling centers do not have a universal approach that is used across clients; that is, college counselors utilize multiple interventions for a wide range of presenting problems. However, there is an increased emphasis on college counselors to integrate evidence-based practices (EBP) into their clinical work. Although researchers have explored general trends in college counseling centers, there has been little research to date that explores specific theoretical approaches utilized by college counselors, counselors' attitudes towards EBPs, and institutional supports for EBPs. We present a study that examined the theoretical orientation of practicing college counselors, along with attitudes and implementation climate towards EBP and career satisfaction. Rich demographic information of the sample is also presented.

Learning Objectives:

- Attendees will be able to describe the current demographic landscape of college counselors, including degree earned, professional background, primary theoretical orientation, and other factors related to college counseling centers.
- Attendees will be able to discuss, assess, and critique current attitudes of college counselors towards evidence-based practice, as well as perceived implementation climate of UCCs regarding evidence-based practice.
- Attendees will be able to analyze how characteristics of college counselors and their respective counseling centers predict attitudes and implementation climate regarding EBPs.

Session Title: Implementing Clinical Biofeedback Services at a University Substance Use Disorders Clinic

Presenter(s):

Collier Shepard - University of Central Florida

Abstract: This presentation details the structure for implementing clinical biofeedback services at a substance use disorders clinic in a university setting. Highlighted information includes candidate selection, EEG and resonant frequency assessment, treatment planning, goals and objectives for neurofeedback training and heart rate variability training, and anticipated outcomes. The presenter will explain the structure and benefit of implementing biofeedback services at a substance use disorders clinician in a university setting to provide adjunct therapy to students with substance use disorders, who represent a group of marginalized students on many campuses.

Learning Objectives:

- Two biofeedback training modalities that can be used as adjunct therapy to students with substance use disorders will be described to the learners.
- Three benefits of developing self-regulation skills through biofeedback training to more effectively cope with stressors and reduce substance use will be explained to learners.
- Learners will be able to use information from the presentation for setting up adjunct biofeedback services in university substance use disorders clinic.

Session Title: Barriers to Success: The Counselor's Role in Confronting Weight Stigma

Presenter(s):

Meredith Blackwell - University of Arkansas

Abstract: Weight bias is one of the last socially acceptable forms of discrimination, and something that has an effect on the physical, mental, and economic health of individuals in larger bodies. As we commit to increasing social justice competency and advocacy within our profession, we need to recognize weight bias as an important social justice issue. It is our responsibility as counselors to examine our own assumptions and beliefs surrounding higher weight individuals and to challenge those beliefs. Further, counselors have an ethical responsibility to learn and advocate for weight inclusive treatment approaches that champion body liberation and size acceptance.

Session Title: Fostering Queer Counselor Identity Development Through the Use of a Queer Psychology Reading Group

Presenter(s):

Blake Bettis - Illinois School of Professional Psychology

Artemis Allen - University of West Georgia Counseling Center, Carrollton, GA

Abstract: The literature on professional and counselor identity development indicates that the development of a coherent and secure professional identity is related to effective performance in the field (Prosek & Hurt, 2014; Woo, Storlie, & Baltrinic, 2016; Dong, Campbell, & Vance, 2017). Further, Gibson, Dollarhid, & Moss (2010) indicate that an element that contributes significantly to the development of a professional identity in students of counseling and early career counselors is the literature to which they are exposed, including peer-reviewed work and textbooks. Given this, it is reasonable to assume that the inclusion of queer literature in counseling courses would be beneficial to the development of professional identities for students who identify within the queer umbrella. However, this literature is still significantly underrepresented in training programs in counseling psychology (Alessi, Dillon, & Kim, 2015). This presentation discusses the potential of peer-led reading groups as one method of increasing student exposure to the counseling literature on queer populations and fostering the development of a professional identity that integrates students' queer identities. The co-presenters' experiences in designing such a group, and reflections on the challenges involved in group conceptualization and design are presented to illustrate this approach's potential application in college counseling settings.

Learning Objectives:

- Attendees will be able to describe factors contributing to professional identity development in queer counseling students.
- Attendees will be able to apply and/or modify the peer-led reading group model to encourage identity development among queer-identified counseling students.