

**Friday**

**2/8/2019**

**10:30:00 AM - 12:00:00 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

**Friday**

**2/8/2019**

**10:30:00 AM - 12:00:00 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.

**Friday**

**2/8/2019**

**10:30:00 AM - 12:00:00 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.

**Friday**

**2/8/2019**

**10:30:00 AM - 12:00:00 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 Boyer - 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

**Friday**

**2/8/2019**

**10:30:00 AM - 12:00:00 PM**

**Session Title:** Brief interventions for trauma and PTSD utilizing self-help, group, and individual modalities

**Presenter(s):**

Heike Mitchell - University of Akron

**Abstract:** A high proportion of college students report experiencing a potentially traumatic event (Frazier et al., 2009) and many clients seeking services at college counseling centers (CCCs) present with a trauma history. Treatments addressing trauma and PTSD are often time-intensive and require the counselor to undergo extensive training. At the same time, many CCCs are dealing with an increased demand for services by implementing brief therapy models (Gallagher, 2014). This session will present interventions for trauma and PTSD that vary in intensity and fit within a time-limited therapy setting, such as for psychoeducational purposes, self-help through technology (TAO, apps), group counseling and brief individual counseling interventions specifically targeting PTSD symptoms. Offering a variety of options can reduce stigma, empower clients to choose the level of intervention they desire and simultaneously reach more students who are seeking services after traumatic experiences. It will be reviewed when such approaches are most appropriate and when longer term counseling might be indicated.

**Learning Objectives:**

- Participants will be aware of the need for offering trauma-specific interventions at college counseling centers
- Participants will know of at least 3 brief interventions relevant to trauma/PTSD and how to connect resources both online and offline
- Participants will reflect on their attitudes towards using brief interventions, how they could fit into their own practice and when they are contraindicated

Friday

2/8/2019

10:30:00 AM - 12:00:00 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.

**Friday**

**2/8/2019**

**10:30:00 AM - 12:00:00 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

Leslie Kooyman - Montclair 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.

**Friday**

**2/8/2019**

**10:30:00 AM - 12:00:00 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.

