

Friday

2/8/2019

1:30:00 PM - 3:00:00 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.

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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.

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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.

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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.

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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 (Schlibner, 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 would learn about 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.
- Participants who attend this presentation would learn 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 interv
- Participants who attend this presentation would learn about 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 Ameri

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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.

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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.

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Session Title: Human Sexuality Counseling Competency for College Populations: Apply 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

