

Friday

2/8/2019

3:30:00 PM - 5:00:00 PM

Session Title: Trans, Black, and in College

Presenter(s):

T'Airra Belcher - Old Dominion University

Sonja Lund - Old Dominion University

Neshaun Borden - Old Dominion University

Abstract: The double minority status of trans people of color creates additional layers to coming out and staying out in America (Eaton and Rios, 2017; Seelman, Miller, Fawcett & Cline, 2018). In isolation both race and gender have been addressed and counselors are advocating to create spaces for individuals within these communities. Unfortunately, staples in both of these communities have struggled with showing support from an inclusive perspective. As young people transition to college often times this is their first opportunity to be free thinkers yet there remains to be a whitewashing of even the most diverse of topics. Within LGBTQ+ communities often times the T is isolated and excluded. Clinicians and health professionals continue to struggle with use proper pronouns and offering effective treatment (Crosby, Salazar, and Hill, 2016; Bockting, Miner, Swinburne Romine, Hamilton, & Coleman, 2013). Participants of this presentation will create space to identify their biases, determine how to work beyond the biases at the collegiate level, as well as identify best practices when working with the black trans community. Lastly, participants will address biases within the trans community of race and gender

Learning Objectives:

- Learn how to create safe space to identify and address biases.
- Determine how to work beyond the biases of a white, male to female dominate system with a focus on the collegiate level.
- Become knowledgeable of best practices when working with trans

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Session Title: Distance Counseling: 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

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Session Title: Creative Solutions and College Students: A Transactional Analysis Dream...

Presenter(s):

Timothy Hunt - UNC-Pembroke

Abstract: This workshop will consist of teaching a segment of Transactional Analysis, a cognitive behavioral theory to counselors in order to help them learn how to use TA in their sessions. This workshop will review ego states, life script, strokes, Karpman's Drama triangle, drivers/parental injunctions, and positive affirmations. Part of the workshop will be dedicated to offering counselors copies of handouts that will further explain various tenets within the theory of Transactional Analysis. The workshop will address the following concepts: What are the Ego States according to TA? A Life Script? What is that? Defining Strokes according to Transactional Analysis and their importance Karpman's Drama Triangle and how students can use this diagram to avoid "drama" What are drivers and parental injunctions? Growing Up Again and Again Mindfulness Exercises for Counselors to Use with clients to teach TA Method of Information Delivery: Didactic teaching through the use of Handouts, Diagrams, and Experiential Learning segments and lots of fun and laughter!

Learning Objectives:

- Attendees will discuss how to use the concept of Ego States according to Transactional Analysis and apply this knowledge in their counseling sessions.
- Attendees will discuss how to use the concept of Life Script/Strokes according to Transactional Analysis and apply this knowledge in their counseling sessions.
- Attendees will gain an understanding how to use Karpman's Drama triangle according to Transactional Analysis.
- Attendees will discuss how to use the concept of driver behavior/parental injunctions according to Transactional Analysis and apply this knowledge in their counseling sessions.

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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.

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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

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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 become familiar with past research examining various factors that impact academic success will be provided.
- The learner will become aware of 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 learn the impact ACE's can have on specific areas of GRIT that can define the academic success of first-time traditional undergraduate freshman.
- Finally, based on this research, the learner will become aware of and understand ideas for campus outreach and connective supports that can promote academic success for this population.

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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

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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.

