

Saturday

2/9/2019

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

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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:

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

Saturday

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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:

- Examine different types of eating disorders and their diagnostic criteria
- Increase understanding of the etiology of eating disorders
- Understand different levels of care for eating disorder treatment and explore various evidence based practices for treating eating disorders and their comorbidities

Saturday

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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.

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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.

Saturday

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

Saturday

2/9/2019

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

Leslie Kooyman - Montclair State University

Rufus Spann - USC

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.

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