

Saturday

2/9/2019

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

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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

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.

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.

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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.

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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.

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Session Title: Project Weekly Wellness: A Psychoeducational and Clinical Group Program for LGBTQIA Community College Students

Presenter(s):

Marissa Tolero - LaGuardia Community College

Frank LaTerra-Bellino - LaGuardia Community College

Abstract: This presentation will highlight Project Weekly Wellness, a psycho-educational and clinical group program for LGBTQIA students, led by The Wellness Center at LaGuardia Community College. The purpose of the program is to provide a support network, mentorship, and a safe environment to discuss personal stories and concerns that are relevant to this community. Presenters will discuss the innovative structure of this program, which consists of tailored workshops and counseling groups designed to improve the mental health and overall well-being of participants. The workshops are created to promote self-esteem and identity development as well as to educate about relevant topics such as LGBTQIA history, culture, and language. The counseling groups that follow give students an opportunity to reflect on the workshops and to process their thoughts and feelings. Lastly, presenters will share challenges, recommendations, quantitative and qualitative data that will prepare audience members for bringing this program to their campus.

Learning Objectives:

- Audience members will be able to design a psycho-educational and clinical group program for supporting community college students that identify as LGBTQIA.
- Presenters will discuss challenges encountered, including recruitment limitations, minimal funding, and how the Coming Out process affected student engagement. Recommendations will be provided in order to prepare audience members for challenges they may f
- Quantitative and qualitative data will be shared that will highlight how LGBTQIA community college students' sexual and/or gender identities may intersect with other identities to compound their mental health concerns. Audience members will be able to uti

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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:

- Provide an overview of current conceptual and empirical literature that addresses sleep behavior over the course of emerging adult development.
- Formulate 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.
- Foster collaborative new ideas, methods, and creative practices as it relates to emerging adult populations and sleep issues when working in university counseling centers (UCCs).