

Saturday

2/9/2019

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

Session Title: Out With the Millennials in With Gen Z

Presenter(s):

Jenny Wagstaff - Campbell University

Beth Vincent - Campbell University

Abstract: Move over Millennials there is a new generation in town known as Generation Z. Believe it or not, the youngest Millennial is now 23 years old which means traditional aged undergraduate students now belong to Generation Z (i.e. those born from 1997 - 2015). This breakout session will introduce participants to our newest generation of students. If you thought millennials were lonely, this generation reports higher rates loneliness. If you thought millennials were obsessed with technology, this is a generation that has never known a world without the internet and smart phones. If you thought the waiting list to see a counselor was already long on your campus, this is a generation that likes to talk about their mental health and is not afraid to ask for help. In addition to discussing Gen Z's characteristics, the presenters will also focus on what drives this generation in order to best accommodate their mental and emotional needs. Finally, this session will conclude with a group discussion about how to incorporate technology into your counseling sessions as a means to effectively reach this generation.

Learning Objectives:

- By the end of the session, participants will be able to explain how Generation Z is not simply an extension of the millennial generation by describing their unique characteristics.
- By the end of the session, participants will be able to summarize what drives Generation Z.
- By the end of the session participants will discover a minimum of three counseling techniques and strategies that are effective when working with Generation Z.

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Session Title: An environmental and systemic approach to promoting student resilience: Perspectives from a Historically Black College and University

Presenter(s):

Amber Jolley-Paige - Morgan State University

Lyneia Hawkins - Morgan State University

Abstract: Current trends in college counseling indicate that students are matriculating into college with more severe and complex mental health concerns, resulting in an increased demand for mental health services. This, accompanied with the perception that students are less able to cope with life's stressors has led many universities to develop programming and initiatives to build student resilience to better cope with adversity. The process and construct of resilience are multifaceted in nature; however, much of the current research on resilience focuses on harnessing individual traits and resources such as hardiness, optimism, grit, and intelligence. This focus on individual traits largely ignores the social and cultural contexts which interact with individual traits that may generate stressful events and promote mental and physical wellbeing. Promoting resilience building strategies in the absence of environmental and societal contexts may unintentionally miss many students from diverse populations including students of color, low-income students, LGBTQ+ students, and international students. This presentation will discuss counseling and resilience constructs from the perspective of a Historically Black College and University counseling center. This presentation aims to conceptualize resilience from an individual, environmental and societal perspective. that encourages participants to consider how constructs operate for different groups of students.

Learning Objectives:

- Participants will critique the varying definitions and current approaches to building resilience.
- Participants will conceptualize resilience from a systems framework.
- Participants will assess and revise current practices aimed at promoting student resilience.

Session Title: "What Does Your Counseling Center Say About You?"

Presenter(s):

Erica James - Francis Marion University

Chika Ofuani Hooper - Florida Agricultural and Mechanical University

Reisha Moxley - Emory University

Krystal Meares - North Carolina State University

Abstract: College counseling centers have been tasked with providing mental health services for students, supporting faculty and staff, and creating an environment that attends to the needs of diverse student bodies. While student demand for services has increased consistently over the last 10 years (Xiao, Youn, Castonguay, Hayes, & Locke, 2017; Maffini & Toth, 2017), students from universities across the country have continued to demand staff and service diversity in their counseling centers (Clauss-Ehlers & Parham, 2014). This suggests the need for institutions to take a critical look at what their respective counseling centers are communicating about who they are as a staff, what they value, and what services they are able to provide the student body. Through an examination of historical context, this breakout session will cultivate discussion about ways to ensure that the intended mission of your counseling center is reflected in center programming, organizational structure, and the overall environment.

Learning Objectives:

- Critique historical contexts (at the university level and center level) and assess the impact this may have on recruitment and retention of staff.
- Analyze current environment, programming, clinical titles, staff make-up, and service logistics of the counseling center.
- Compile information and examine how the historical factors and current center functioning may be creating an environment which contradicts the stated goals of the center mission.

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Session Title: Mental Health Peer Educator Program: Developing a Positive Mental Health Campus Culture

Presenter(s):

Gil Perez - College of San Mateo

Abstract: Stigma is one of the biggest barriers to seeking help for college students who are experiencing mental health challenges. Developing a positive mental health campus culture among students is important in order for students to seek out the support they deserve and persist towards achievement of their educational goals. Utilizing student peers is a vital approach for improving the prevention, detection, and treatment of mental health issues on college campuses. The presenter will provide an example of a community college's program that utilizes a peer-to-peer model to promote mental health through outreach, collaboration, and education. This session would overview the mental health peer educator program at College of San Mateo and offer ideas and practices that engage and educate students in diverse college settings to address their mental health needs.

Learning Objectives:

- Participants will be able to describe mental health challenges college students face and identify barriers to seeking help
- Participants will discuss ways to reduce mental health stigma and increase help seeking behaviors among college students
- Participants will acquire knowledge and skills that will assist counselors in the successful development of a mental health peer educator program on their campus
- Participants will be equipped with effective outreach activities and strategies to engage and educate college students about mental health and promote mental well-being

Session Title: Peers Supporting Peers: A Creative Method for College Student Advancement

Presenter(s):

Matthew Kridel - University of California, Irvine

Rebecca LeCroix - University of California, Irvine

Xiao He - University of California, Irvine

Abstract: College students' mental health difficulties and demand for counseling services are increasing (Xiao et al., 2017), leading to a greater need for college student resilience and support (First, First, & Houston, 2018). To meet student needs, many counseling centers employ alternative service provision models, including paraprofessional peer programs (Newton & Ender, 2010; Smith, 2013). These paraprofessional students often receive training in helping microskills, psychoeducation provision, and crisis response and referral. These peers then provide services similar to those normally provided by masters and doctoral level counselors, while remaining under the supervision of such professionals (Smith, 2013). Potential advantages of paraprofessional programs include helping to meet the demand of college counseling centers, decreasing demand on individual providers, and allowing students who may be reluctant to access services due to age differences to interact with peers (Kirsch et al., 2014). This session will include a current literature overview on practices in paraprofessional/peer services in college counseling centers; description of four paraprofessional programs at the University of California, Irvine; and facilitation of discussion about creating paraprofessional programs at participants' own centers. This session will also include doctoral interns' reflections on co-facilitation of these programs.

Learning Objectives:

- Participants will be able to discuss, identify, and cite literature related to paraprofessional work in college counseling centers and other healthcare fields.
- Participants will be able to provide examples of paraprofessional programs at other counseling centers, including advantages and disadvantages of their design.
- Participants will be able to identify opportunities and obstacles to implementing a paraprofessional program at their own counseling center.
- Participants will be able to understand the opportunities for training and supervision that paraprofessional programs provide for practicum and internship students.

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Session Title: More Than a Sticker. Understanding and Advocating for LGBTQ+ Safe Zone

Presenter(s):

Lee Bard - Villanova University

Abstract: Historically, the Safe Zone program has existed as an important and powerful LGBTQ+ ally training and psychoeducation tool promoting visibility and inclusivity on college campuses. However, as the LGBTQ+ community changes and grows to encompass more identities, the successes of these trainings are limited when encountering administrative barriers and continuous evaluation is not conducted. As counselors, we have a duty to advocate for the needs of students within our communities. In this session, we will discuss the experiences and challenges of advocating for Safe Zone trainings at the university. Together we will engage in an interactive analysis of case studies and discuss best practices in program evaluation, marketing, and advocacy.

Learning Objectives:

- At the end of this session, attendees will be able to assess need for and analyze LGBTQ+ outreach on college campuses by collecting survey or evaluation data.
- At the end of this session, attendees will be able to discuss and explain importance of LGBTQ+ outreach using collected research data.
- At the end of this session, attendees will be able to implement new activities and strategies to improve existing LGBTQ+ outreach.
- At the end of this session, attendees will be able to prepare for barriers and navigate campus culture to advocate for LGBTQ+ students.

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Session Title: How to Solve the Rubik's Cube and Learn Mindfulness to Manage Stress

Presenter(s):

James Smith - Lincoln University of Missouri

Abstract: This presentation describes current research on the usefulness of teaching college and university students Mindfulness Based Stress Reduction (MBSR) techniques. Researchers have identified that MBSR can be used to help students reduce their stress (Bamber & Kraenzle Schneider, 2016; Kerrigan, Chau, King, Holman, Joffe, & Sibinga, 2017), reduce experiences of test/evaluation anxiety (Dundas, Thorsheim, Hjeltnes, & Binder, 2016; Hjeltnes, Binder, Moltu, & Dundas, 2015), avoid unhealthy drinking behaviors (Bodenlos, Noonan, & Wells, 2013), and even improve mood and recovery in injured university athletes (Mohammed, Pappous, & Sharma, 2018). The presenter will demonstrate how when solving a Rubik's Cube a person uses the fundamental principles of MBSR. The presenter will invite discussion on ways this method of teaching MBSR can be used on college and university campuses.

Learning Objectives:

- Participants will identify the fundamental concepts of Mindfulness Based Stress Reduction (MBSR).
- Participants will understand how MBSR can be used to address various concerns of college and university students in both mental wellness and prevention.
- Participants will apply MBSR concepts to the practical exercise of solving a Rubik's Cube.
- Participants will discuss strategies for campus use of the ideas presented in this session.

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Session Title: Self-Care: A Responsibility to Self, Colleagues and Clients

Presenter(s):

Deena Crawford - The University of Southern Mississippi

April Lomax -

Abstract: While clinicians talk with their clients often about the importance of self-care, clinicians, themselves, struggle with this concept. This session will look at how ourselves, colleagues and clients are affected by our personal level of self-care. This breakout session will focus on the concepts of secondary trauma, burnout and compassion fatigue and how self-care can interrupt feelings and behavior associated with these issues. Attendees will complete the Professional Quality of Life Scale (PROQOL) to identify positive and negative ways that their profession effects their life. In addition, an inventory of life balance will be completed to begin a plan of self-care that can improve quality of life.

Learning Objectives:

- Be able to identify signs and symptoms of secondary trauma, burnout, and compassion fatigue associated with professional roles
- Be able to identify behaviors that can interrupt the signs and symptoms of secondary trauma, burnout, and compassion fatigue.
- Complete a Professional Quality of Life Scale to identify positive and negative effects of professional roe.

Identify three personal self-care behaviors that can positively effect quality of a clinician's life, and relationships with colleagues and clients.