

Saturday

2/9/2019

8:30:00 AM - 10:00:00 PM

Session Title: CHAT (Creating Healthy Actions Together) –An informal support group for International Graduate Students

Presenter(s):

Karolyn Senter – Washington University – St. Louis

Ciloue Chen Stewart – Washington University – St. Louis

Abstract: In recent years, rapidly growing numbers of international graduate students are arriving at our college campuses throughout the country. These students are bright and have met the requirements for University/program admissions. Many of them are thriving but for others, the differences in cultures, worldviews and adjustment difficulties create unique and significant challenges that become an impediment to their academic success and even their well-being. This presentation will highlight the nature, structure, dynamics and efficacy of an informal support for international graduate students which serves to bridge the gap between cultures and helps foster a stronger sense of connection for the students in their new environments.

Learning Objectives:

- Learn about one innovative way to engage international graduate students on campus.
- Learn how to design, market and deliver a group like CHAT to the university community.
- Learn creative ways to engage students within the group to increase participation in the process.

Saturday

2/9/2019

8:30:00 AM - 10:00:00 PM

Session Title: The Impact of Understanding the Whole Student: Transgender and Gender Nonbinary College Students' Wellbeing, Belongingness and Academic Success

Presenter(s):

Nicole Borzelleca - Suffolk County Community College

Abstract: Based on both new and recent research, the importance of higher education institutions addressing the needs of their transgender and gender nonbinary (TGNB) students is becoming increasingly evident. When TGNB students perceive their campus to be non-inclusive, their mental health, sense of belongingness and academic achievement are damaged and can no longer be ignored. There have been progressive changes at many educational institutions, but according to the literature, there are areas that still need to be attended to. Student service professionals, teaching faculty, administrators and staff all must collaborate to improve campus climate for TGNB students through policies, provided supports, curriculum changes, etc. Through some of the newest research, TGNB college students have personally communicated their needs through qualitative and quantitative analyses, thus providing the community with agency and affording us an authentic template to work from. This workshop will familiarize participants with essential TGNB terminology, concepts, barriers and an awareness of intersectional identities within the community. Through lecture, open discussion, sharing of information and activities, participants will leave more informed on how they could serve as allies and agents of change for enhanced inclusiveness on their respective campuses improving the health and academic success of our diverse TGNB students.

Learning Objectives:

- Increase knowledge about transgender and gender non-binary (TGNB) concepts, terminology, experiences and barriers faced at college.
- Identify some ways to create a more gender inclusive climate, whether in your own office or on campus.
- Recognize the link between student belongingness, wellness and academic success.
- Develop a foundational understanding of diversity and intersectionality within the TGNB community

Saturday

2/9/2019

8:30:00 AM - 10:00:00 AM

Session Title: What is all this talk about Mindfulness

Presenter(s):

Sandra Cox - Univeristy of Wisconsin Oshkosh

Leah Folks - University of Wisconsin Oshkosh

Sara Schumacher - University of Wisconsin Oshkosh

Abstract: Mindfulness can be found on the cover page of popular magazines with articles describing the positive impact of mindfulness practices. However, many individuals do not understand the theory and practice of mindfulness though they may utilize this skill on a daily basis. Mindfulness practices can be easily correlated to meditation, prayer, relaxation/grounding techniques and more. At the UWO, there's a consistent pattern of data indicating students are continuing to present more distressed and experiencing increasing levels of anxiety and stress. Mindfulness skills provide an impact on decreasing anxiety, stress and more in college students. We have implemented a strategic plan for the UWO Counseling Center treatment and campus outreach to develop mindfulness skills. This includes rooms devoted to teaching the practice, wellness workshops, AODA interventions, drop in and breathe/color opportunities on campus, the Titans Breathe Campaign and other mediums utilized to develop the skill. At UWO, we are focused on utilizing mindfulness practices to impact the campus to have a culture of skilled individuals positively managing their challenges to success. This workshop will provide an opportunity to better understand and experience mindfulness, , share ideas for development, and provide information on the impact of developing mindfulness skills with college students.

Learning Objectives:

- Participants will be able to explain the theory of mindfulness practices in a college counseling center setting.
- Participants will be able to describe how implementing mindfulness services and outreach on a college campus has the potential to impact many areas of wellness for the college student.
- Participants will be able to describe specific mindfulness practices to create a plan to implement in their setting to support prevention efforts.
- Participants will be able to apply the mindfulness skills presented and experienced into their own practice.

Saturday

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8:30:00 AM - 10:00:00 AM

Session Title: Community College Roundtable

Presenter(s):

Kathy Douthat -

Abstract:

Learning Objectives:

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8:30:00 AM - 10:00:00 AM

Session Title: Clients Living with Chronic Health Conditions and/or Invisible Disease: considerations for effective therapeutic work and case conceptualization

Presenter(s):

Gina Garrett - University of Miami

Abstract: This presentation will discuss strategies for effective therapeutic work with clients living with chronic health conditions and/or invisible disease. Many college students living with illnesses such as autoimmune arthritis, lupus, diabetes, HIV and inflammatory bowel disease utilize mental health services as an essential part of a multidisciplinary wellness plan. These individuals must navigate complex medical systems and often experience delayed diagnosis and misdiagnosis, while simultaneously seeking counseling services. We will discuss how common case conceptualization and intervention approaches may unintentionally create barriers in the relationship between client and counselor. Strategies to address client feelings of invisibility, explore self-identity, foster resilience and implications for social relationships will be presented through a developmental lens. Brief case examples will be used to illustrate client experiences. Contextual considerations such as the history of bias and discrimination against various marginalized populations in the medical system will be explored. Finally, resources and practical suggestions to inform and enrich therapeutic work with these individuals will be discussed.

Learning Objectives:

- Describe and define basic tenets/features of chronic disease and invisible disease.
- Discuss mental health implications for college students living with chronic and/or invisible disease, informed by a developmental perspective.
- List common challenges faced by clients living with chronic and/or invisible disease, including the impact of cultural phenomena, bias and social relationships.
- Explain barriers and assumptions that may impair the therapeutic relationship when working with clients living with chronic and/or invisible disease.
- Apply responsive strategies to enhance clinical practice with clients living with chronic and/or invisible disease.

Saturday

2/9/2019

8:30:00 AM - 10:00:00 AM

Session Title: "Why Not Our Counseling Center?" Successfully Recruiting African American Therapists, A Pilot Study

Presenter(s):

Chika Hooper - Florida A&M University

Alicia Jackson - Florida A&M University

Quantina Washington - Florida A&M University

Abstract: As college/university campuses increase in diversity there has been a legal and ethical push to diversify mental health staff in university counseling centers (Meyers, 2017; New, 2016). Upon direct experience, multiple leaders within counseling centers frequently inquire about ways to increase recruitment, retention, and the investment in African-American mental health professionals. This is especially important in small, rural, less diversified campuses and areas in the United States. Review of research revealed several studies pertaining to the importance of recruitment and retention of African American counselor educators (Holcomb-McCloy & Bradley , 2003) as well as factors that impact job satisfaction of African-American counselors in the counseling field (Jones, Hohenshil, Burge, 2009; Chandler, 2011). However, there is a lack of targeted research addressing the recruitment and retention of African-American mental health professionals in the college counseling center setting. This breakout session will discuss the results from a pilot study seeking to investigate factors that contribute to African-American mental health professionals' choice of employment at university counseling centers. Effective strategies toward successful recruitment and retention will be reviewed.

Learning Objectives:

- Explore challenges institutions have faced with regards to recruitment and retention African American mental health professionals
- Gain effective strategies to improve recruitment of African American mental health professionals
- Acquire effective strategies to improve retention African American mental health professionals

Saturday

2/9/2019

8:30:00 AM - 10:00:00 AM

Session Title: A Three Tier Counseling Model in Residence Hall Communities

Presenter(s):

Megan Little - University of Arkansas

Amy Broadwater - University of Arkansas

Meredith Blackwell - University of Arkansas

Abstract: Discuss a counseling model that has thrived in the residence hall communities of the University of Arkansas since 1996. The program has evolved and grown significantly over the years to the point where it is a training site for master's level interns and doctoral level graduate assistants. The growth of the program as well as having a campus partner that values mental health has led to a full time clinician position serving as the supervisor for the program as well as the liaison between Counseling and Psychological Services and University Housing. In this session participants will learn about the three tier counseling model, services provided, and what it is like navigating two different campus systems. The session will conclude with a panel discussion including the full time clinician, interns, and graduate assistants.

Learning Objectives:

- Participants will be able to explain the structure of a three tier counseling model in the residence hall communities.
- Participants will be able to assess and establish their own opinion of counseling services provided in residence hall communities.
- Participants will discuss the model with the full time clinician and the students currently in training.

**Saturday
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2/9/2019

8:30:00 AM - 10:00:00

Session Title: Making Connections While Meeting Mental Health Needs of Minority Students on College Campuses

Presenter(s):

Kiera Walker - University of Alabama at Birmingham

Herbert Wilkerson - University of Alabama at Birmingham

April Coleman - University of Alabama at Birmingham

Abstract: The challenges of being a minority college student is multifaceted. In addition to academics, there is a need to meet emotional and social needs of students on campuses nationwide. At predominantly white institutions, minority students can potentially find themselves further isolated as they struggle to find connection and identity. The Equity in Mental Health Framework lays out recommendations to better support mental and emotional health of minority students; enabling our staff to be intentional in our efforts to meet the needs of these students. Utilizing liaisons for unique population groups (i.e. first generation college students, international students, veterans etc.) and supportive groups (i.e. The Black Experience), we discovered that connecting through authenticity and genuineness is critical before help can be received. A foundation of trust must be established first in order for minority groups to reach out and accept services/resources that are there to support them. This presentation focuses on making connections outside of a therapeutic role, and demonstrates the impact this has on minority students seeking out mental health services despite the present stigma.

Learning Objectives:

- Analyze recommendations for colleges and universities from the Equity in Mental Health Framework.
- Identify non-academic needs of minority students that affect college success.
- Discuss meeting needs of minority students through liaisons and a supportive group process.