

**Sunday**

**2/10/2019**

**10:30:00 AM - 12:00:00 PM**

**Session Title:** Lonely Campus Lonely Country

**Presenter(s):**

David Davar - Jewish Theological Seminary

**Abstract:** Title: Lonely Country Lonely Campus Survey data increasingly show a growing epidemic of isolation and loneliness in many countries. On college campuses many students feel isolated and alone. The scale of the problem ranges from the homesickness and "friendsickness" so typical of the first semester away from home to the "horror of loneliness" described by Fromm-Reichman in 1969 and increasingly common among students who are unable to find friends and community on campus -- even years after leaving home. New research on the increasing problem of loneliness in the U.S. & on campus is reviewed. Findings on the relationship between loneliness, physical health, mental health, internet addiction, stalking on campus, and suicidality are discussed. Potential treatment interventions and campus initiatives are proposed.

**Learning Objectives:**

- Participants will be able to knowledgeably describe the scale of the problem of loneliness on college campuses today.
- Participants will be able to list and describe the impact of loneliness on students including physical and mental health consequences.
- Participants will be able to knowledgeably describe the association between internet addiction and loneliness, as well as the link between profound loneliness and stalking.

**Sunday**

**2/10/2019**

**10:30:00 AM - 12:00:00 PM**

**Session Title:** A Framework for Conceptualizing Social Class as a Diversity Factor on College Campuses

**Presenter(s):**

Brooke Griffith - Wake Forest University

**Abstract:** This presentation provides a framework for conceptualizing socioeconomic status (SES) as a important lens through which one experiences the world. The social class world view model will be introduced as a way to understand how economic factors shape cultural views and norms and explore the mechanisms of that socialization process. Information will be provided on cultural rules for people from low, middle, and upper SES backgrounds. We will discuss the intersectionality of class with other identity statuses and the challenges unique to students from low and and high SES backgrounds, especially as they relate to clinical work in a higher education setting.

**Learning Objectives:**

- Describe the social class world view model
- Explain how social class world view impacts students' experiences in higher education
- Discuss ways that social class world view may impact presenting concerns and the therapeutic alliance

**Sunday**

**2/10/2019**

**10:30:00 AM - 12:00:00 PM**

**Session Title:** A tale of two initiatives: The Saskatchewan experience with improving access to mental health care

**Presenter(s):**

Jenny Keller - University of Regina

Delaine Shackleton - University of Regina

**Abstract:** Access to mental health care is an important public health issue. People with untreated mental health problems are more likely to experience a variety of ongoing negative impacts. Early access to mental health care is key to supporting and promoting academic success and retention of university/college students. Approximately 32% of university students report having current mental health problems and only 33% of those report having participated in mental health treatment. A recent study found that young Canadians are struggling to access basic care for mental health needs. The aim of our initiatives is to improve ease of access to timely and appropriate campus mental health services. In order to improve access and efficiency, two models of drop-in availability have been implemented at the University of Regina. Both models focus on early identification of vulnerability and provide brief and targeted interventions. One model is in partnership with an academic faculty and situates a counselor closer to where the students and faculty are. The other service is housed at the centralised counseling centre. This break out session will describe our experiences with the two models, highlighting our best and worst in learning, adapting, resolving, and improving student mental health outcomes.

**Learning Objectives:**

- Identify the practicalities involved in developing drop-in mental health care on campus.
- Assess experiential information in considering the design and maintenance of drop-in mental health care on campus.

**Sunday**

**2/10/2019**

**10:30:00 AM - 12:00:00 PM**

**Session Title:** The Counselor is Out of the Office and in the Classroom: Utilizing Classroom-Based Interventions at the Community College

**Presenter(s):**

Lisa Runck - Colorado Mountain College

**Abstract:** Community colleges and community college counselors play a fundamental role in American higher education attainment (Grubb, 2006; Ma & Baum, 2016). The National Student Clearinghouse Research Center (NSCRC) reported in 2013-14 that nearly half of all students who earned a bachelor's degree completed coursework at a community college (Ma & Baum, 2016). College counselors in the community college setting play a critical role in the enrollment of community college students (Dykes-Anderson, 2013) and are the third largest group of professional counselors in the educational setting (United States Bureau of Labor and Statistics, 2016). Despite the integral role of community colleges and community college counselors in American degree attainment, community college students continue to demonstrate low persistence and completion rates (Bailey, Jaggars & Jenkins, 2015; Chen & Simone, 2016; Wyner, 2014). This session will present the findings of a study conducted over two years examining the needs of community college students and the results of a classroom-based intervention delivered by community college counselors. The presenter will share strategies utilized to collaborate with faculty as well as college-wide leadership in developing the classroom-based intervention. Recommendations and lessons-learned will also be discussed.

**Learning Objectives:**

- Participants will describe common characteristics and challenges of community college students.
- Participants will generate a list of needed skills for community college student success.
- Participants will discuss strategies to facilitate institutional engagement with community college students.
- Participants will describe the multiple roles and challenges of counselors who work at community colleges.

**Sunday**

**2/10/2019**

**10:30:00 AM - 12:00:00 PM**

**Session Title:** Raising self-awareness and self-examination to deepen cultural humility

**Presenter(s):**

Enedelia Saucedo - University of North Texas Counseling & Testing Services

Arlene Rivero Carr - University of North Texas Counseling & Testing Services

**Abstract:** As our socio-political climate addresses systemic injustices, clinicians can struggle to keep pace with the required components of cultural competency and social justice advocacy, including awareness, knowledge, and skills (Sue, D. et al, 1992). The practice of cultural humility, for example, involves lifelong learning and critical self-examination (Mosher, D. et. al, 2017). While many are committed to the learning journey, the work of multicultural competency and social justice, requires deliberate self-reflection, which in turn requires one to pause and dialogue. Further, our roles as social justice advocates demand a deep understanding of the social conditions that are often grounded in suffering and oppression; work which is emotionally labor-some and can lead to burnout; especially for those clinicians who come from historically oppressed groups (Chen& Gorski, 2015). The intention of this program is to help participants slow down, reflect and engage in self-compassion in order to promote resilience to sustain our work. Presenters will review social justice terminology, current multicultural guidelines and standards of practice. Participants will engage in a self-assessment of their own multicultural competence, reflect on their social justice values and experiences, and set goals for how they wish to address their (self-identified) areas of growth.

**Learning Objectives:**

- Increase knowledge and understanding of current multicultural and social justice concepts
- Reflect on social justice values, knowledge, biases, and experiences related to cultural competency
- Identify areas of growth to increase multicultural competence
- Identify ways to implement a plan for growth

**Sunday**

**2/10/2019**

**10:30:00 AM - 12:00:00 PM**

**Session Title:** Non-Traditional Counseling Interventions: Hypnotherapy and Neuro Linguistic Programming in College Counseling

**Presenter(s):**

Catherine Smith - Mary Washington University

**Abstract:** The purpose of this presentation is to engage participants in becoming more knowledgeable, familiar and aiming to understand and appreciate the diversity of non-traditional counseling techniques, specifically hypnotherapy and Neuro-Linguistic Programming (NLP) as it intentionally relates to the college population. Participants will become aware of the different interventions that can be utilized to treat specific diagnoses and issues presented with the college population. The presenter will also demonstrate basic hypnotic suggestions as well as discuss the pros and cons of utilizing such interventions within the college counseling setting.

**Learning Objectives:**

- To engage participants in becoming more knowledgeable, familiar and aiming to understand and appreciate the diversity of non-traditional counseling techniques, specifically hypnotherapy and Neuro-Linguistic Programming (NLP) as it intentionally relates to the college counseling population and brief therapy model
- Participants will become aware of the different interventions that can be utilized to treat specific diagnoses.
- Participants will become aware of the potential concerns and benefits presented while incorporating hypnotherapy and NLP with the college population.

**Sunday**

**2/10/2019**

**10:30:00 AM - 12:00:00 PM**

**Session Title:** Growing a Campus-Wide Mental Health Task Force From the Ground Up

**Presenter(s):**

Laura Swanson - SUNY Geneseo

**Abstract:** How can various departments on campus share the responsibility of supporting student mental health? This session will review steps taken at SUNY Geneseo to form a campus-wide mental health task force and a mental health strategic plan. We will chart the development of the task force over the past three years and explain how we used assessment, collaboration, and consultation to grow from a grassroots group of passionate individuals to a formally recognized committee with increased institutional buy-in. Let us tell you about our steps and missteps to help you figure out what might work on your campus.

**Learning Objectives:**

- Participants will compile strategies for developing a campus-wide mental health task force.
- Participants will assess resources for mental health strategic planning on college campuses.
- Participants will brainstorm how to build support systems on their own campuses.
- Participants will compile ideas for increasing inter-departmental and institutional collaboration.

**Sunday**

**2/10/2019**

**10:30:00 AM - 12:00:00 PM**

**Session Title:** Normal Is Soooo Overrated: Decreasing the Stigma of Mental Health Issues on Community College Campuses

**Presenter(s):**

Gina Terry - Greenville Technical College

Juhi Gor - Greenville Technical College

Barbara Beeks - Greenville Technical College

Nita Chambers - Greenville Technical College

**Abstract:** Sometimes being abnormal helps to make things seem more normal, and that is why we decided: "Normal is Solo Overrated." In this session, we will talk about the importance of decreasing the stigma of mental health issues and increasing the utilization of resources on the community college campus. We will discuss some of the initiatives that we have implemented on campus and the impact it has had with our students, faculty, and staff. You'll walk away understanding why "Normal is Sooooo Overrated" and also gain practical tips for increasing and normalizing the conversation about mental health related issues on your campus.

**Learning Objectives:**

- Describe why it is important to decrease the stigma associated with mental health related and seeking assistance on college campuses.
- Design creative initiatives to increase awareness and usage of counseling services on your campus.
- Implementing strategies discussed in a way that suitable to the culture of your campus.