

**Sunday**

**2/10/2019**

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

**Session Title:** Destigmatizing Mental Health in Athletes

**Presenter(s):**

Jay Darr - University of North Texas

**Abstract:** This workshop will introduce an approach to destigmatizing mental health, facilitating early identification, normalizing care seeking among student-athletes, and liaising with a university athletic department.

**Learning Objectives:**

- Understand the role of pre-participation mental health screening in evaluating student athletes' overall health and well-being.
- Understand how to evaluate pre-participation mental health screening results and conduct follow-up interviews
- Become familiar with introducing (and destigmatizing) mental health issues with student athletes
- Identify key mental health services that are needed within a university athletic department
- Learn how to coordinate mental health services between a university's counseling center and athletic department

**Sunday**

**2/10/2019**

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

**Session Title:** Creating and cultivating a mindfulness-focused college campus: What you can do

**Presenter(s):**

Alan Forrest - Radford University

Patricia Shoemaker - Radford University

**Abstract:** Mindfulness practice is an experiential mode of learning and self-inquiry. It is the intentional attending to what is happening in the present moment without judgment or emotional reactivity. Mindfulness involves bringing awareness to the unfolding of present experience with curiosity, compassion, openness, and acceptance. The purpose of this program is to introduce and provide participants with a fundamental understanding of mindfulness, how it can be integrated into a college/university campus setting, and how to incorporate mindfulness into the college student's experience. This approach is best understood through direct experience and there will be an experiential component to this session. Specific strategies and approaches will be explored and discussed. There will be an invitation for all who attend this session to share ideas and what has worked on their college campuses.

**Learning Objectives:**

- Participants will be able to discuss, explain, and develop mindfulness programming, activities, and events on a college campus.
- Specific strategies, recommendations, and possibilities will be presented that college counselors can utilize in designing a mindfulness-focused counseling center and a mindfulness-based college campus.

**Sunday**

**2/10/2019**

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

**Session Title:** Augmentative Mental Health Services for Former Foster Youth: A Collaborative Effort Between SDSU C&PS and Guardian Scholars

**Presenter(s):**

Michael Juan - San Diego State University

Koko Nishi - San Diego State University

Bryan Spencer - San Diego State University

Simone Hidds-Narcisse - San Diego State University

**Abstract:** An estimated 1-11% of former foster youth graduate from college. Compared to 24% of non-foster youth who reach graduation, it is evident that a discrepancy exists and must be addressed. While it is convenient to attribute this statistic to the experiences unique to former foster youth, one important factor in improving the rate is the commitment student affairs professionals make towards student success. Recently, San Diego State University Guardian Scholars (GS) Program partnered with Counseling and Psychological Services (C&PS) to provide augmented support to their students. The collaboration represents an innovative solution to a long-standing problem – how do we connect these students to mental health resources, with minimal intrusion, understanding that rapport may be an obstacle? It provides critical psychosocial support to GS students, staff, and programming with the goal to retain and graduate students by addressing their social-emotional and mental health needs. Presenters will describe the background, design, implementation, and effectiveness of this collaboration to provide services addressing the mental health needs of former foster youth. Presenters will facilitate a discussion regarding the obstacles, solutions, and lessons learned in implementing collaborative programming across departments. Attendees will learn how they may develop similar programming at their respective institutions.

**Learning Objectives:**

- Participants will explore strategies to engage former foster youth students in mental health topics aimed at increasing wellness and attaining educational goals.
- Attendees will learn about effective approaches for supporting staff in such collaborative efforts.
- Participants will increase their understanding of possible obstacles and lessons learned in implementing collaborative programming between a former foster youth academic support program and a university counseling center.
- Attendees will participate in a discussion regarding implications of implementing similar collaborative programming in their own academic settings.

**Sunday**

**2/10/2019**

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

**Session Title:** "The Suicide Paradox": Examining the Impact of Relationships and Mental Health in College Students and How We Can Help

**Presenter(s):**

Meredith Klipple - University of Texas at San Antonio

**Abstract:** As a relational phenomenon, suicide appears paradoxical (Jobes, 2000). When a person lacks personal connection and support in key relationships, risk for suicidal behavior increases. In the reverse, when personal connection in key relationships is present, suicidal behavior is preventative. (Paulson & Worth, 2002). College student suicide is the most common crisis situation encountered by college counselors (Drum, Brownson, Burton-Denmark, & Smith, 2009). College student suicide is a rampant and complex phenomenon that has a myriad of relational features involved. The majority of research on college student suicide is on recognizing risk factors, risk assessment, and prevention strategies. In opposition of traditional interventions to suicide counseling, Relational-Cultural Theory (RCT) tends to the many needs of suicidal students who long for connection in authentic relationships. This presentation will evaluate the numerous treatment errors commonly made in suicide counseling, counselor attitudes about suicide, and how to integrate tenets of RCT to combat these errors. The presentation will explore college suicide counseling and the influence of connection and disconnection with others, condemned isolation, benefits of mutual empathy and authenticity, and relational images.

**Learning Objectives:**

- The presenter will describe the suicide paradox and the impact of relationships and mental health in college students.
- This presentation will discuss common treatment errors of counselors working with suicidal clients.
- This presentation will explain how Relational Cultural Theory can combat treatment errors and assist in suicidal counseling with college students.

**Sunday**

**2/10/2019**

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

**Session Title:** Using a Large Scale Outreach Screening Event to Promote Wellness, Connect Students with Treatment, and Increase Counseling Center Visibility

**Presenter(s):**

Jillian Neill – Wake Forest University

**Abstract:** As demand grows for mental health services at colleges and universities, counseling centers must get creative about how we meet the mental health needs of our campuses. Additionally, even as counseling center utilization rates go up, we have to be sure that we are reaching students across our campuses from a variety of backgrounds and experiences, particularly those that are at higher risk and/or are less likely to use our services. Large-scale outreach events can be an effective way of increasing counseling center visibility, introducing students to mental health providers on campus, and helping students get needed support. They can also be a means of promoting mental wellness on campuses. This presentation will discuss a mental health screening event at Wake Forest University, done in conjunction with campus partners, to achieve these aims. In addition to discussing screenings used, the presenter will share about considerations for campus partnerships, logistics, and driving attendance, as well as share data about outcomes from the event.

**Learning Objectives:**

- Participants will be able to identify benefits of large-scale events in promoting mental health and wellness on campus.
- Participants will be able to define "outreach as intervention" and consider how they might use outreach creatively to promote mental wellness on campus.
- Participants will be able to plan for how they might use screening events on their campuses to increase reach.

**Sunday**

**2/10/2019**

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

**Session Title:** Building Self-Concept with Students with LD: Implications for College Counselors

**Presenter(s):**

John O'Malley - University of Denver

**Abstract:** Learn actions steps college counselors can take to better support the social/emotional needs of students with a learning disability on their campuses. Participants will come away with tangible recommendations on how to help students with an LD build a positive self-concept. Because research has pointed to the academic and career domains taking priority in supporting students with LD, this presentation gives college counselors concrete skills to support the social/emotional needs of students with LD. This session will present original qualitative research on the lived experiences of six college students with learning disabilities and the implication on how college counselors' relationship with students with LD can improve the psycho-social development of these students. Participants will walk away with practical tips and strategies for how to better support students who have learning disabilities at their college.

**Learning Objectives:**

- Describe what a Learning Disability is and what it is not
- Utilize Carl Rogers' three dimensions of self-concept and how focusing on these three areas can be helpful in building a student's self-concept
- List the top barriers students with LD face on a college campus and how the counseling relationship can help students overcome these barriers
- Apply practical tips and strategies for better supporting students with LD.

**Sunday**

**2/10/2019**

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

**Session Title:** "Deserving a spot": An arts-based student group model for enhancing narrative diversity of mental distress on college campuses

**Presenter(s):**

Nathaniel Sawyer - University of Chicago  
Maggie Mang - Vanderbilt University  
Ramona Li - Emory University  
Julia Byrne -  
Linda Li - Emory University

**Abstract:** Against the backdrop of campus resource overstretch and the implementation of counseling waiting lists and triage systems, college students are consistently negotiating well-intentioned systems of gatekeeping that prioritize clinical severity for a spot in the counseling center. One cultural consequence is the prioritization of certain narrative-markers of student distress. These markers, often informed by biomedical, Western "diagnostic discourse," end up alienating students whose idioms of distress are not recognized as "severe enough." As a result, struggling students whose idioms of mental distress fall outside of the dominant narrative, or those who don't have access to diagnostic idioms, are more likely to be disconnected from mental health initiatives, resources, and support groups. This presentation presents a model of a campus-wide initiative, based in the performing arts, that opens up space for narrative diversity. This model integrates a variety of artistic tactics that offer students an array of platformsâ€”emphasizing accessibility and participatory opportunityâ€”to diversify a campus' mental health narrative ecosystem. Based on ethnographic data collected over the course of a year at a mid-sized US private university, we suggest that this initiative can (a) promote help-seeking behavior by (b) legitimizing less legible narratives of mental distress.

**Learning Objectives:**

- Participants will be able to discuss and assess some of the narrative consequences existing campus mental health infrastructure from the perspective of narrative diversity and accessibility.
- Participants will be able to create and plan a model of an arts-based student-group for their respective campuses in an effort to open up space for narrative diversity.
- Participants will be able to utilize principles of accessibility and participatory performance to enhance the inclusivity of the suggested initiative.

**Sunday  
AM**

**2/10/2019**

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

**Session Title:** The Experiences of Latinx First-Generation College Students Involved in Greek Life

**Presenter(s):**

Angelica Tello - University of Houston-Clear Lake

Jessenia Garcia - University of Texas at San Antonio

**Abstract:** Although Latinx first-generation college students (FGCS) are a growing demographic of college campuses, they continue to lag behind in retention and graduation rates. Eleven percent of FGCS earn a bachelor's degree in six year compared to 55 percent of non-FGCS (The Pell Institute, 2015). College counselors can play an important role in supporting Latinx FGCS (Tello & Lonn, 2017). However, counselors must understand the experiences of Latinx FGCS beyond the classroom. Participation in Greek Life has been deemed a social support system that aids in the college retention of Latinx FGCS (Delgado-Guerrero & Gloria, 2013). The presenters conducted a study, a Grounded Theory, on the experiences of Latinx FGCS in Greek Life. Their findings, a strength-based approach, for helping Latinx FGCS will be discussed. In addition, implications will be provided on how college counselors can engage with Greek Life organizations.

**Learning Objectives:**

- Participants will gain an understanding of the experiences of Latinx first-generation students involved in Greek Life.
- Participants will gain strategies to help Latinx first-generation students connect with Greek Life organizations on their campuses.
- Participants will be able to identify support services offered by Greek Life organizations.