



2020 American College Counseling Association Annual Conference
Washington, DC | February 27 – March 1, 2020 | The Mayflower Hotel

Conference Schedule

Start Time	End Time	Session Title
Thursday, February 27, 2020		
8:30 AM	10:00 AM	ATCC - Clinic Supervision
8:30 AM	12:00 PM	Ethical and legal clinical practice in a world of fake news and fear mongering
8:30 AM	12:00 PM	Applying Acceptance and Commitment Therapy to the College Counseling Setting
8:30 AM	5:00 PM	Suicide Assessment on College Campuses: Avoiding Malpractice and Using the SIMPLE STEPS Model
10:30 AM	12:00 PM	ATCC - Leadership in Higher Education
1:30 PM	3:00 PM	ATCC - Triage
1:30 PM	5:00 PM	Integrating Single-Session Principles Into Every Session
1:30 PM	5:00 PM	Many Paths, One Goal: College Student Mental Health, We've Got it Covered
3:30 PM	5:00 PM	ATCC - Group Therapy
Friday, February 28, 2020		
8:30 AM – 10:00 AM	Keynote Speaker – Savitri Dixon-Saxon	
Networking Break in the Exhibit Hall		
10:30 AM - 12:00 PM	Beating the Stigma of Mental Illness	
	Changing Minds Changing Lives: An Innovative, Evidence-based Approach to Psychological Wellness in Multicultural Practice	
	Historical Trauma and the First Nation Student: Using Transactional Analysis as a Restorative Lens	
	Media & Technology as a Primary Intervention for Collegiate Recovery and University Counseling	
	Introducing the Clinical Load Index: a new metric for counseling center staffing.	
	Applying the Structured Peer Supervision Model to Multi-Disciplinary Group Supervision	
	Counseling on demand: An evaluation of program needs and changes to meet increased request for flexible counseling services.	
	Supporting Mental Health on Campus: Why Extending Beyond the Counseling Center Matters	
ACCA Business Lunch		

1:30 PM - 3:00 PM	Rhode Island School of Design's Training Program: A Training Program Developed from a Social Justice Lens
	#OnlineHaters: A Pilot Treatment Approach for Cyberbullies Using VR
	Misperceptions of Mental Health Stigma: Implications for Minority College Students
	From Mental Health to Mindsets & Mentalities: A Counseling Approach for the Whole Campus
	Ethical Challenges for College Counseling Centers
	College and Climate Change- What Factors Influence Students' Perceptions and Beliefs on a Changing World?
	Transitions in Leadership: What Happens If/When I Climb the Ladder?
	Adverse Childhood Experiences: An Unaddressed Public Health Crisis in Higher Education
	Big Five Personality, depression, and anxiety: Tests of a social support mediation model in an LGBTQ+ college student sample
	The Women of Color Support Group: An Antidote to Racial Battle Fatigue
	Lobbying Strategies at Home and on the Hill
Networking Break in the Exhibit Hall	
3:30 PM - 5:00 PM	Implementing a Students of Color Group at a Predominantly White Institution (PWI)
	Developing and Piloting a Telemental Health Program at a University Counseling Center
	Reaching out to international students: A strategic approach in collaboration among campus partners
	The Effect of Culturally Competent Counseling Practices with Arab American College Students
	Identity Development of Becoming a HAES Clinician
	Responding to Crises on a Small College Campus
	"The Student is Always Right!" When Clinical Care Becomes Retail Therapy
Saturday, February 29, 2020	
8:30 AM – 10:00 AM	Keynote Speaker – Sherrita Hughes
Networking Break in the Exhibit Hall	
10:30 AM – 12:00 PM	The Good, the bad, and the ugly of providing supervision to counseling students
	The Loneliness Epidemic in the College Population: Research-Based Guidelines to Educate, Engage, and Counsel
	#MinorityMentalHealth for Men of Color: Programming, Initiatives, and Practice-Based Possibilities for College Counselors
	Identity privilege and being an effective "Ally"
	Mindful self-care for counselors: Creating and maintaining a sustainable mindfulness practice
	Community College Roundtable
	Prescribing nature for mental health on college campuses
	The Intersection of Counseling and Accessibility: Understanding the who, what, when, and why of accommodation requests.

Lunch on Your Own Community College Luncheon – Edgar Bar and Kitchen	
1:30 PM - 3:00 PM	Animals on Campus: Ethical, Legal, and Logistical Considerations
	Chartering Collegiate Initiatives for Mental Health and Wellness with Queer and Trans People of Color (QTPOC) in College Counseling and Student Affairs: An Intersectional Approach
	Title: You are Not a Fraud: Helping Latinx First-Generation College Students Combat Imposter Syndrome
	Stigma on Campus: Impacts on Help Seeking and Academic Progress
	Roundtable discussion on the NCAA Mental Health Best Practices.
	Cognitive Processing Therapy on a Community College Campus
	Socially Just and Cultural Responsive Counseling Leadership Model:
	Life Stressors and Overall Mental Wellness in Black Men
	Assessing For and Building a Resiliency Plan Against Compassion Fatigue
Networking Break in the Exhibit Hall	
3:30 PM - 5:00 PM	Dogs, Stress, and Tests, Oh My! A Wellness Program for Students Taking a High Stakes Test
	Serving Veteran and Military-Connected Students: Social, Cultural, and Practice Implications
	Introduction to CAS Standards for Counseling Services: Uses for the College Counseling Centers
	Helping Student-Athletes Tackle Mental Health
	Utilizing CAMS for the Assessment and Treatment of Suicidal Students in a University Counseling Center
	Riding the Wellness Wave: Clarifying and Affirming the Role of the Counseling Center on Today's Campuses
	Beyond the Walls: Creating Minority Serving Counseling Centers(MSCC) at Predominately White Institutions (PWI).
Considerations for College Counselors in the #MeToo Era	
Poster Session	
5:00 PM - 6:00 PM	The Use of College Programs and Support Services to Prepare Students for Life After College
	Exploring the Impact of Animal Assisted Therapy in Students' Emotion Regulation
	A Comparison of College Student-Athletes with ADHD and Nonathletes with ADHD: Academic Adjustment, Severity, and Complexity
	Supervisees' Perspectives Regarding Ruptures in Clinical Supervision
	The Influence of Family Functioning on Social Competence, Social Support, and Mental Health among College Students
	About Life: Developing A College Wide Suicide Prevention Campaign for Community College Students
	Communication, Collaboration & Community: A Move towards Holistic College Counseling
	Anxiety in Athlete; Not all Worry is the Same
	Exploring the Experiences of Transgender College Students Living in On-Campus Housing

	"Paws to Practice": Adapting an Animal-Assisted Therapy Reading Program to Decrease Anxiety and Increase Confidence in Conversational Speech for International Students at the Fashion Institute of Technology Campus
Sunday, March 1, 2020	
8:30 AM - 10:00 AM	The Integration of Intersectional Identity within Clinical Supervision
	Threat assessment and management on college campuses
	Worried to Death: The Anxiety Epidemic and What to Do About It
	Bloom Where You Are Planted: A Community College Counseling Center
	Necessity is the Mother of Invention: How creative programming helped us meet our students' increased need for wellness and prevention services.
	You, me, and school make three: Addressing the needs of graduate student couples using the Sound Relationship House model
Networking Break	
10:30 AM - 12:00 PM	Treating Eating Disorders and Underlying Perfectionism in High Achievers
	Exploring How Generational and Career Developmental Influences Intersect in College Counseling Centers
	Developing a Psychology of Wellness Class to Increase College Student Wellbeing
	Self-love and Happiness: Implementing a self-compassion workshop on your campus
	Self-Care is Not Enough: Utilizing ACT to Develop a Philosophy of Self-Care
	Play is still relevant: Integrating play therapy into a college counseling session
	From the Margins: Resiliency of Women of Color in STEM Programs and Implications for College Counseling

Pre-Conference Session Descriptions:

Session Title: ATCC - Clinic Supervision

Presenter(s):

Becca Smith

Steffanie Grossman

University of North Texas

Topic(s):

Abstract: The purpose of this workshop is to explore the theory and practice of clinical supervision within a college counseling context. Historically, college counseling centers have been popular placements for clinicians-in-training due to the diversity of experience and quality of supervision. With that said, even in the college setting many counselors are being asked to take on the role of clinical supervisor with little formal training. In this workshop we will review the practice of existing theories of supervision and supervision modals. We will discuss structuring the supervision process to include components important to providing a comprehensive supervision experience for professionals and interns. Evaluation and assessment of supervisees will also be addressed.

Learning Objectives:

- Participants will be able to identify critical theory in clinical supervision
- Participants will be able to describe how to structure the supervision process
- Participants will be able to assess the developmental level of graduate interns

Session Title: Ethical and legal clinical practice in a world of fake news and fear mongering

Presenter(s):

Chris Corbett

SCAD

Raime Thibodeaux

McNeese State University

Topic(s):

Abstract: Everyone has an opinion about privacy and confidentiality, especially when they think we have something they “need.” While legal and ethical guidelines pay particular attention to these matters, it does not always feel cut and dry in practical application. This session will review the relevant standards and work to clarify both the theoretical and practical application for clinical practice, clinical supervision, and cross campus collaborations. Lastly, case studies will be reviewed for discussion and critique.

Learning Objectives:

- Discuss the legal and ethical codes related to privacy/confidentiality for college mental health, including FERPA, HIPAA, TITLE IX, ACA, APA, NASW and state-based laws
- Analyze and revise, if needed, their clinical policies regarding sharing of information
- Apply standards for productive and sound clinical supervision practice
- Utilize this knowledge to communicate and collaborate with campus stakeholders

Session Title: Applying Acceptance and Commitment Therapy to the College Counseling Setting

Presenter(s):

Nick Joyce

University of South Florida

Topic(s):

- Counseling Theory/Practice
- Wellness and Prevention

Abstract: Acceptance and Commitment Therapy is an empirically validated treatment which is quickly garnering national attention for its ability to treat a wide array of mental health issues (<https://www.div12.org/psychological-treatments/>). Its core premise, how to be okay when one is not okay, is a powerful aspect of resilience and a developmental need for young adults. This session will instruct participants in the basics of ACT, how its six core foundations can increase psychological flexibility and how such flexibility allows us to manage pain and not suffer. Participants will engage in experiential ACT interventions and learn how to conceptualize and treat clients from an ACT standpoint. This session will discuss how these concepts can be applied to day-to-day counseling center work in individual sessions, wellness/prevention outreach efforts, and group interventions. This session will detail Dr. Joyce's unique "Learning to Let Go" packaging of these ACT concepts as well as the "MOVE Forward" group intervention offered at USF. Data from these offering at USF will be presented.

Learning Objectives:

- Identify the 6 core foundations of ACT and how they lead to psychological flexibility
- Understand the role of the human mind in creating and enhancing psychological distress from ACT theory
- Learn specific ACT interventions to target the six foundations.
- Learn how to apply ACT in group interventions.

Session Title: ATCC - Leadership in Higher Education

Presenter(s):

Monica Osburn

North Carolina State University

Andrew Lee

Monmouth University

Topic(s):

Abstract: This workshop offers participants an opportunity to broaden their awareness and leadership potential in the college counseling profession and to introduce or further develop their leadership skills.

Learning Objectives:

- Participants will briefly examine theories of leadership, current leadership trends, and how to apply them to the college counseling center
- Participants will develop and practice leadership skills for effectively running a higher education department
- Participants will discuss challenges involving working with subordinates and administration

Session Title: ATCC - Triage

Presenter(s):

Sandy Davis

Elena Yee

Topic(s):

Abstract: Triage and Clinic Flow will explore different administrative and clinical structures to help avoid therapist burn out, wait lists and maximize clinic efficiency.

Learning Objectives:

- Participants will discuss different triage models
- Participants will review key items essential to a decision making during triage model selection
- Participants will identify the importance of assessing triage competency

Session Title: Integrating Single-Session Principles Into Every Session

Presenter(s):

Josh Gunn

Kennesaw State University

Topic(s):

- Counseling Theory/Practice

Abstract: This workshop will help clinicians learn to make the most of every session. The median number of counseling appointments attended in college and university counseling centers is one. This has been the case for a long time, and it is also true in almost every mental health treatment setting. Nevertheless, the vast majority of mental health training programs ignore this statistic and provide very little training or applied experience in how to use this single contact. The traditional model focuses on using the initial contact almost exclusively to collect information to determine diagnosis and/or formulate a treatment plan. This workshop will focus on helping mental health clinicians conceptualize the initial and follow-up contacts as standalone interventions that may or may not result in additional contacts. Participants will learn strategies for focusing the time, assessing readiness to change, facilitating insight, and helping clients take the next best steps that could lead to the changes they are seeking.

Learning Objectives:

- Describe the rationale for treating each contact as an independent intervention that may or may not lead to additional sessions.
- Determine readiness to change and an appropriate focus for single-contact interventions.
- Develop realistic goals and action oriented steps that clients can take to meet their goals.

Session Title: Many Paths, One Goal: College Student Mental Health, We've Got it Covered

Presenter(s):

Sharon Mitchell

University at Buffalo

Teresa Michaelson-Chmelir

University of Central Florida

Lindsey Mortensen

Cecilia Sun

University of Houston

Jim Dolan

University of Michigan

Andrew Lee

Monmouth University

Topic(s):

- Counseling Theory/Practice
- Administrative

Abstract: In a recent survey of college and university presidents, 81% indicated that compared to three years ago, student mental health has become more of a priority on their campus (American Council on Education, 2019). As the utilization rate of college counseling centers has grown 5 times the rate of the overall student enrollment (CCMH, 2016), college campuses have been pressed to re-examine resources, strategies, and mission as they grapple with what their counseling center and the larger campus community can do to take a more comprehensive, inclusive, and effective approach to promoting the emotional well-being of students. A panel of experts from college student mental health organizations will discuss the trends, challenges, and practices being used to address this issue from administrative (American College Counseling Association "ACCA and Association for University and College Counseling Center Directors" AUCCCD), clinical services (Association for the Coordination of Counseling Center Clinical Services "ACCCCS), psychiatric services (American College Health Association), outreach (Association for University and College Counseling Center Outreach "AUCCCO), and training (Association of Counseling Center Training Agencies "ACCTA) perspectives.

Learning Objectives:

- Describe 3 trends in college student mental health in the areas of clinical services including psychiatry, outreach, training, and administration
- Describe 3 programs or services that address today's college student mental health needs in an innovative way
- Problem-solve challenges counseling centers face in responding to college student mental health needs.
- Identify one college student mental health strategy, program, or service that can be implemented on their campus.

Session Title: ATCC - Group Therapy

Presenter(s):

Becca Smith

Janelle Johnson

Santa Fe Community College

Topic(s):

Abstract: Group Therapy will explore how to effectively utilize group as a primary modality in college and university settings. While the majority of counseling centers report using groups as a treatment modality, it is often seen as a second class treatment by both counselors and clients. Running a successful group program in the college setting requires special considerations. In the past few years there has been more research and resources for group therapy in colleges and universities. This workshop will review the components of an effective group program, barriers to getting group started, member selection and preparation, and conjoint and concurrent therapies.

Learning Objectives:

- Participants will be able to explain the efficacy of groups in treating a wide range of presenting concerns to students and staff and will be able to design a group counseling program for their counseling center.

Friday, February 28, 2020 Sessions

Session Title: Beating the Stigma of Mental Illness

Presenter(s):

Patrick Corrigan

Illinois Institute of Technology

Topic(s):

- Social and Cultural Foundations

Abstract: The stigma of mental illness is among the most significant barriers to student engagement in college counseling services. Intersectionality described the psychological phenomenon when mental illness stigma interacts with other stigmatized conditions -- those due to ethnicity, gender, sexual orientation, and income -- that exacerbates its egregious effects. In this breakout session, I review the research portfolio that explains the impact of stigma developed through the 20-year NIH-funded research program at the National Consortium for Stigma and Empowerment (P. Corrigan, P.I.), especially as it is related to young adults in colleges and universities. More importantly, this session will review the extensive literature on effective and ineffective approaches to stigma change. This includes consideration of the limited effects of mental health education on stigma. Then, I summarize the substantial literature on the benefits of contact in erasing stigma; i.e., interaction among people who are out with their mental illness and the "public." The session ends with review of the Honest, Open, Proud program for College students (www.HOPprogram.org), a brief, peer-led program to help students strategically decide when and how to disclose their mental health experiences.

Learning Objectives:

- Distinguish types of stigma: public, self, and label avoidance; ways it interacts with the prejudice and discrimination related to ethnicity, gender, sexual orientation, and income; all in terms of the college and university student.
- Describe different ways to change stigma -- protest, education, and contact --as well as their strengths and limitations.
- Learn about the benefits of strategic disclosure, especially as it plays out in the Honest, Open, Proud Program and its adaptation for college/university students.

Session Title: Changing Minds Changing Lives: An Innovative, Evidence-based Approach to Psychological Wellness in Multicultural Practice

Presenter(s):

Jim Helling

University of Massachusetts, Amherst

Genevieve Chandler

University of Massachusetts, Amherst

Topic(s):

- Social and Cultural Foundations
- Wellness and Prevention

Abstract: Being a college mental health provider is like being a firefighter: Both arrive on the scene after something has gone wrong. This presentation introduces an evidence-based educational and psycho-social intervention, Changing Minds, Changing Lives (CMCL), designed to strengthen resilience competencies among diverse student populations during the transition to college life before many stress-related problems occur. Model theory, design, implementation and research findings are presented in the format of an experiential workshop modeled on a CMCL class session, with opening guided mindfulness practice, a brief presentation on the social ecology and bio-psychology of resilience, prompted free writing and structured sharing of narratives, followed by a closing ritual of reflection. Participants will learn about resilience competencies, experience how to activate those competencies in practice and review mixed-methods outcome research indicating model effectiveness. The 60-minute experiential presentation of the CMCL model will be followed by more detailed examination of qualitative data highlighting multicultural student experiences in the course and mutative factors that allow CMCL to teach skills and foster transformative experiences when facilitators and participants do not share a salient socio-cultural identity. Implications for multicultural college mental health practice at predominantly White institutions will also be discussed.

Learning Objectives:

- Participants will be able to list core resilience competencies
- Participants will be able to utilize strengths-based language to explain the continuum of resilience
- Participants will be able to describe culturally salient mirroring and resonance as mutative factors in multicultural college mental health practice

Session Title: Historical Trauma and the First Nation Student: Using Transactional Analysis as a Restorative Lens

Presenter(s):

Timothy Hunt Hunt

Sandhills Community College

Topic(s):

- Counseling Theory/Practice

Abstract: This didactic workshop will consist of teaching a segment of Transactional Analysis to help beginning counselors learn how to use TA in their sessions with First Nations students. Participants will be invited to discover how historical trauma is explained within the context of the Ego states. Participants will evaluate culturally appropriate healing methods to use with First Nations students. Participants will discover where their positive inner wisdom resides that influences their ability to positively nurture themselves so that they can in turn nurture/teach First Nation students. The workshop will discuss the Ego States; define historical trauma, and appropriate healing methods that non-Native counselors can use. This workshop will consist of a lot experiential learning, mindfulness exercises, and lots of fun and laughter.

Learning Objectives:

- List at least 3 ways to use Ego states in work with First Nations clients.
- Apply at least 3 concepts from TA that can be used in helping First Nation students heal.
- Use at least 3 (re)parenting interventions that can be used as a part of healing the wounds of the soul in a First Nations student's trauma work plan.

Session Title: Media & Technology as a Primary Intervention for Collegiate Recovery and University Counseling

Presenter(s):

Justin Jacques

Penn State College of Medicine

Vikram Surya Chiruvolu

Recovery Counselor at Kolmac Outpatient Recovery Centers

Topic(s):

- Wellness and Prevention
- Other (please explain in "comments" box below)

Abstract: As mental health and substance use stigma has decreased (Mental Health and Suicide Survey, 2015) and help seeking behaviors have increased within college populations with the help of technology (Stretton, Spears, Taddeo, & Drennan, 2018), the demand for counseling services has risen substantially in the past decade (Oswalt, Lederer, Chestnut-Steich, Day, C., Halbritter, & Ortiz, D. 2018). In response, college mental health professionals have had to engage institutional stakeholders for increased resources (Oswalt et al., 2018) for their students who struggle with mental health and substance use disorders. One essential and cornerstone resource for college counseling centers is collegiate recovery programs. Well-developed collegiate recovery programs have seen at times over 90% success rates in terms of student graduation and adherence to long-term recovery. Yet the need for effective collegiate recovery programs also greatly exceeds access and enrollment. Given the gap, one possible solution is the delivery of intensive outpatient and long-term continuing care via mobile & web interventions. This panel presentation will explore the components of a comprehensive online relapse prevention program. Including how it is possible to use mobile/web technology and media to expand access and increase effectiveness of collegiate recovery within and outside of college counseling.

Learning Objectives:

- 1). Understand the theory of online recovery care: Integrate Recovery Oriented Systems of Care (ROSC) and the Clinical Counseling of Cyberspace theories into a cohesive theory of online recovery care.
- 2). Identify and tailor interventions and resources applicable to your student population: Learn how to assess digital lifestyle to create in-person and mobile/web interventions for individuals and groups in early and in long-term recovery on campus.
- 3). Plan the implementation & improvement of promising approaches: Understand how clinical practice improvement data generated by mobile/web systems can be shared with researchers and applied to innovate care strategies that improve outcomes.
- 4) Discuss how media and technology can become a stable in your counseling center and be adjunctive to your recovery support services and collegiate recovery community.

Session Title: Introducing the Clinical Load Index: a new metric for counseling center staffing.

Presenter(s):

Ben Locke

Penn State University

Sharon Mitchell

David Reetz

Topic(s):

- Administrative
- Research and Program Evaluation

Abstract: The Clinical Load Index (CLI) was developed to help colleges and universities make more informed decisions about staffing for counseling centers. Development of the CLI was managed by a collaborative working group representing the Center for Collegiate Mental Health (CCMH), the Association of University and Counseling Center Directors (AUCCCCD), and the International Association of Counseling Services (IACS). Presentation will include key concepts, background, and a walk-through of using the CLI (including online tools).

Learning Objectives:

- Explain the history and problems with prior staffing guidance for mental health / counseling centers
- Describe the ingredients needed to create a comparable metric and how to calculate the CLI
- Describe how the distribution of 450 centers was developed
- Explain how to use the online tools provided by the CLI

Session Title: Applying the Structured Peer Supervision Model to Multi-Disciplinary Group Supervision

Presenter(s):

Emily Palmieri

Wake Forest University

Topic(s):

- Clinical Supervision and Training
- Counselor Professional Identity and Practice Issues

Abstract: Clinicians in training often struggle with learning to evaluate themselves and others in meaningful ways for many reasons. In addition, training programs often have trainees at various levels of experiences and professional training backgrounds, including trainees in terminal masters programs and doctoral interns. The Structured Peer Group Supervision Model (SPGS; Borders, 1991) has been used to aide in supervision with peers at varying levels of experience and has been shown to help trainees focus on task development, easing barriers to receiving feedback and enhance clinical skill for consultation. In this breakout session, the SPGS will be discussed in application to psychology doctoral interns with years of experience and counseling masters interns with little experience in the context of an APA accredited program for the purposes of clinical skill and professional development of all interns in addition to supervision development of doctoral psychology trainees.

Learning Objectives:

- Attendees will be able to accurately describe the SPGS Model and have a working knowledge of how to apply concepts to training programs.
- Discuss varying needs of trainees from various disciplines and levels of experience.
- Describe various tasks and roles that can be used to increase listening and empathy skills, tolerate ambiguity, and decrease defensiveness in the clinical observation and feedback process.

Session Title: Counseling on demand: An evaluation of program needs and changes to meet increased request for flexible counseling services.

Presenter(s):

Nichole Proulx-King

Husson University

Joshua Mangin

Husson University

Topic(s):

- Research and Program Evaluation

Abstract: In college counseling, we often feel like Gumby, pulled in many directions and asked to be flexible in ways that we never expected. According to the National Alliance on Mental Illness (2019), one in five adults living in the United States experience mental illness, and 11 percent of those aged 18-25 consider suicide. The way we do therapy is rapidly evolving and changing to meet increased demands. Some counseling programs have adapted by implementing session limits, outsourcing, charging fees for service, delivering one session models, and more. Others continue to meet the needs of everyone at the expense of counselor self-care. Like you, our University has been experiencing similar struggles. We just learned to embrace the needs of college aged Millennials. Now Generation Z is here, presenting a new set of needs. As a result, we have been collecting data to identify patterns in how and when students choose to access services. Results of this data have led to changes in the way we now approach these complex needs. Come join us in this interactive session to discover new ways to evaluate your own program, create flexibility to address needs, and implement changes without losing the integrity of your services.

Learning Objectives:

- Participants will identify gaps in their own programming in order to open access to all students.
- Participants will discover inventive methods to increase access tailored to their institution's needs.
- Participants will create an action plan for addressing barriers that students experience.

Session Title: Supporting Mental Health on Campus: Why Extending Beyond the Counseling Center Matters

Presenter(s):

Jenny Wagstaff

Campbell University

Topic(s):

- Administrative
- Counselor Professional Identity and Practice Issues

Abstract: Results from the most recent American College Health Association National survey (2015) indicate that over the past year, 76.1% of all respondents felt overwhelmed with their workload, 54.1% reported feeling very sad, and 29.8% felt so depressed that it was difficult to function. Given this data, it's no surprise that the college counseling profession is experiencing an unprecedented demand for services. Relying solely on counseling centers to address mental health on campus is not only insufficient but impractical. Campuses must make a shift and expand their priorities to manage the increased demand for mental health services. This breakout session will be facilitated in a round-table fashion and will provide attendees with a comprehensive plan to address the mental/behavioral health needs of an ever changing student body. The comprehensive plan includes strategies to promote mental health and identifies stakeholders on campus. Attention will be given to recent research that focused on entry-level student-affairs professionals and the key role they should play to ensure that mental health issues are being addressed. The session will conclude with a conversation about the unique position college counselors are in to support these entry-level professionals and how this partnership could help improve mental health on campus.

Learning Objectives:

- By the end of this session participants will be able to describe how college counselors can work with entry-level student affairs professionals to collectively address mental health issues on campus.
- By the end of this session participants will be able to explain how outreach and primary prevention efforts can reduce the demand for services within counseling centers.
- By the end of the session, participants will be able to identify best practices on college campuses to address the increased demand for mental health services.

Session Title: Lobbying Strategies at Home and the Hill

Presenter(s):

Guila Todd

American Counselig Association

Guila Todd

American Counseling Association

Dominique Marsalek

American Counseling Association

Dania Lofton

American Counseling Association

Jason Ortega

Topic(s):

Abstract: Understanding how to develop the story around your issue; how to build stronger relationships with legislators and leverage narratives and networks for greater impact.

Learning Objectives:

Session Title: Rhode Island School of Design's Training Program: A Training Program Developed from a Social Justice Lens

Presenter(s):

Nikole Barnes

Rhode Island School of Design

Topic(s):

- Clinical Supervision and Training

Abstract: RISD CAPS is dedicated to the process of training students through the use of a trusting supervisory relationship. We encourage trainees to develop their own individual styles of counseling, with a solid foundation of experience and education to support their own professional growth. Through dialogue and self-reflection, the focus of supervision is not only trainees' clinical work, but also the professional and personal development of the therapist-in-training. All aspects of the training program are designed to facilitate the goals of the training year. Through the seminar and speaker series, all staff reading discussions and in-services, the trainee's knowledge base is broadened in specific topical and theoretical areas relating to brief treatment in a college setting. There is a significant focus on gender and racial identity development, social justice theory and advocacy, ethics and suicide/crisis assessment.

Learning Objectives:

- Participants will learn about different methods of developing a didactic and diverse training program to address social justice issues in our work with clients/student.
- Participants be introduced to different social justice concepts to help developing professionals
- Participants will have an opportunity to discuss different ideas and network with each other for future program development
- Participants can engage in meaningful conversations about social justice issues including addressing white privilege, microaggressions, micro interventions and anti blackness critical consciousness raising and activism

Session Title: #OnlineHaters: A Pilot Treatment Approach for Cyberbullies Using VR

Presenter(s):

Susan Breton

Fashion Institute of Technology/State University of New York

Maria Hwang

Fashion Institute of New York

Walter Kerner

Fashion Institute of New York

Patricia Krakow

Fashion Institute of New York

James Pearce

Fashion Institute of New York

Richard Hoar

Fashion Institute of New York

Topic(s):

- Counseling Theory/Practice
- Wellness and Prevention
- Innovative treatment design incorporating developing technology in virtual reality and assessment using biosensor data (Fitbit).

Abstract: Approximately 60% of college students have been cyberbullied according to a 2018 Pew Research Center report. Cyber aggression and peer harassment can have devastating effects on both the victims and on the larger college campus community. A number of studies have shown that cyber victims often become cyber bullies. While the majority of research and interventions have focused on the victim of cyberbullying and on the role of bystanders, less research has addressed the bullying behavior.

Our pilot project hopes to help fill this gap. An innovative approach to treating cyberbullying on campus is being developed at FIT using several cyberbullying scenarios that are presented to students in a virtual reality setting. The use of VR provides a fully immersive experience that allows for role switching that we believe facilitates improvements in students' perspective taking and empathy development.

Using biosensors (Fitbits), we will monitor changes in heart rate in vivo as the students take part in scripted VR cyberbullying scenarios. Moments of highest arousal will be examined with the students to increase their awareness of how their emotions can influence decision-making and behavior. Pre and post measures of perspective taking, empathy, impulsivity, and social anxiety will be administered and compared.

Learning Objectives:

- Attendees will have a greater understanding of the connection between cyberbullying and social relationships, social anxiety and empathy.
- Attendees will have a basic understanding of the pros and cons of Virtual Reality therapy in treating cyberbullying on campus.
- Attendees will be able to critically evaluate the presented innovative VR treatment approach for cyber bullies.
- Attendees will have a clear understanding of how to work with other departments on campus (IT and Computer Science) to develop innovative treatment approaches.

Session Title: From Mental Health to Mindsets & Mentalities: A Counseling Approach for the Whole Campus

Presenter(s):

Gary Glass

Oxford College of Emory University

Topic(s):

- Counseling Theory/Practice
- Wellness and Prevention
- A key objective of the program is to actually show an integration of these 2 topics.

Abstract: This program integrates the topics of Counseling Theory/Practice with Wellness/Prevention by re-narrating mental health in a manner that allows for greater alignment between counseling session interventions and campus outreach efforts to improve student well-being and thriving. As struggles to meet demands for individual counseling services continue, interventions that have the broadest impact by incorporating as many agents of change are needed, guided by the wisdom and expertise of counseling professionals. This framework calls for broadening the counseling relationship to include the campus community as a client, offering interventions that incorporate socio-ecological models of public health approaches, social justice frameworks that deconstruct systemic realities toward promoting empowerment, and change mechanisms of research-supported clinical theories. Shifting from the dominance of a "mental-health" narrative, this framework articulates unchallenged toxic mindsets and mentalities that can permeate a community, campus, or society. Offering language and concepts that can be employed by campus partners and student leaders, this session will describe contextual and experiential change strategies to community-level interventions to translate high prevalence problems of anxiety and depression into widespread cognitive and social tendencies. Examples and materials used in single outreach programs, broader campus-wide initiatives, and/or individual counseling sessions, will be shared.

Learning Objectives:

- Participants will be able to list at least 3 Mindsets/Mentalities introduced that has been manifest on their campus
- Participants will be able to articulate an application of the presented Mindsets/Mentalities framework to at least 3 clinical or outreach activities on their campus.
- Participants will be able to explain how the materials and concepts presented are reflected in at least one evidenced supported clinical theory and practice.

Session Title: Ethical Challenges for College Counseling Centers

Presenter(s):

Dan Jordan

Gwynedd Mercy University

Topic(s):

- Counselor Professional Identity and Practice Issues

Abstract: With the rise in the number of students seeking mental health services on college campuses, there is an increased occurrence of ethical considerations that arise from a variety of situations. Counseling centers face not only the challenges of client treatment, but also ethical considerations of program structure, professional obligations, client behavior, and the intersection with university policies, administration, and federal laws. With resources already stretched, it becomes even more important to be aware of the potential ethical issues, their sources, and how to navigate them.

Learning Objectives:

- This presentation will assist with identifying the potential sources of ethical issues.
- Participants will be able to predict and assess the ethical issues arising from interacting with campus policies, demands from administration, federal laws, OCR decisions, and the nexus with the ADA and 504.
- Participants will be able to navigate through complex situations such as conduct issues, direct threat assessments, and school policies.
- Participants will be able to utilize recommendations for best practices and methods to implement them with university staff and administration.

Session Title: Adverse Childhood Experiences: An Unaddressed Public Health Crisis in Higher Education

Presenter(s):

Rebecca Rampe

University of North Carolina Wilmington

Topic(s):

- Counseling Theory/Practice
- Wellness and Prevention

Abstract: Adverse Childhood experiences impact over 67% of Americans, yet it is estimated that less than 15% of American Healthcare providers assess for ACEs despite the significant health impact that ACEs can have on a person's treatment. ACEs increase people's likelihood to experience seven out of the top ten leading causes of death in the United States. Within the college population, studies have found that ACEs lead to higher levels of depression and ADHD with an increase in drug and alcohol use. ACEs are universal, yet often overlooked and/or assumed to be attached to an oppressed identity. Given the wide reaching impact of ACEs, University Counseling Centers should consider utilizing an ACEs screening in order to provide education to students/campus community, inform outreach programming, and treat a person holistically. Current research indicates a need for ACEs to be considered in compassion and resiliency informed practices and care on college campuses. This presentation will review ACEs, their impact on student health behaviors, the ACEs assessment measures, and the implications for UCC professionals. The presenter will share ACEs data collected by the UNCWCC, how this data is used in treatment/training on campus, and how it has informed clinical services and outreach programming offered.

Learning Objectives:

- Participants will define ACEs and discuss ACEs influence on health behaviors in college
- Participants will learn about utilization of ACEs data within UNCW programming and campus trainings
- Participants will generate personal ideas on incorporating ACEs into UCC services/assessment

Session Title: Big Five Personality, depression, and anxiety: Tests of a social support mediation model in an LGBTQ+ college student sample

Presenter(s):

Kristian Robinson

Doctoral Student at Virginia Commonwealth University

Autumn Randell

PhD Education - Counselor Education and Supervision (Virginia Commonwealth University)

Philip Gnilka

Virginia Commonwealth University

Amy Sarcinella

PhD Education - Counselor Education and Supervision (Virginia Commonwealth University)

Kenneth Johnson

M.Ed Student - Counselor Education - School Counseling (Virginia Commonwealth University)

Amber Livingston

M.Ed Student - Counselor Education- College Counseling and Student Affairs

Topic(s):

- Social and Cultural Foundations
- Research and Program Evaluation

Abstract: The purpose of this session is to explore if social support mediates the relationship between the Big Five Personality Traits and two outcomes: depression and anxiety among a large LGBTQ+ college student sample. LGBTQ+ college students have been identified as being at greater risk for depressive and anxious symptoms in comparison to their cis-gendered and/or heterosexual students. Though there has been previous research on how a couple of these variables interact, there is currently a gap in the literature in looking at how personality traits and social support come together to impact LGBTQ+ college students' experiences with anxiety and depression. This session will report findings from a research project which collected from hundreds of LGBTQ+ college students. A mediation model, incorporating personality, social support, depression, and anxiety, will be introduced. Implications for college counselors will also be discussed.

Learning Objectives:

- Attendees will be able to describe the prevalence of mental health issues in LGBTQ+ college students and the impact on their functioning
- Attendees will discuss the complex relationship between the Big Five Personality Traits, social support and depressive/anxious symptoms among LGBTQ+ college students
- Attendees will be able to apply the findings of the study to better support the LGBTQ+ college students on their respective campuses

Session Title: The Women of Color Support Group: An Antidote to Racial Battle Fatigue

Presenter(s):

Joy Stephens

Howard Community College

Nyasha Chikowore

Chicago School of Professional Psychology

Daniya Nixon

Towson University

Topic(s):

- Counseling Theory/Practice
- Social and Cultural Foundations
- This topic could also be linked to community colleges and/or Wellness and Prevention.

Abstract: According to critical race theory, racial battle fatigue is the cumulative result of a race-related stress response to distressing mental and emotional conditions, which emerge from constantly facing racially dismissive, demeaning, insensitive and/or hostile racial environments and individuals. This phenomenon is common among college students, particularly women of color who are negotiating predominantly White college environments. However, these students may be uncertain how to identify their experiences or seek support. As such, a women of color support group was established to provide an antidote to the unsafe or hostile environments that students may experience within the campus and off campus communities. The group, which is offered through the campus counseling center, addresses the impact of racial battle fatigue on participants mental and physical health. In turn, participants are engaged in group screenings, collaborative expectation setting, and ongoing follow up meetings which address concepts like microaggressions, racial trauma, colorism, social media, body image and hair. In addition, each session includes specific attention to self-care and coping, specifically related to the aforementioned concepts. Support group members are also encouraged to attend monthly outreach events which are designed for women of color within the campus community.

Learning Objectives:

- Participants will list key components of the group screening process for the Women of Color Support Group.
- Participants will analyze the ways in which group participants establish ground rules and maintain emotional safety.
- Participants will analyze current events with links to racial battle fatigue, microaggressions, and racial trauma.
- Participants will select specific interventions to use at each stage of group development.
- .Participants will discuss specific strategies for coping and other forms of self care related to racial battle fatigue, microaggressions, and racial trauma for each session.

Session Title: Implementing a Students of Color Group at a Predominantly White Institution (PWI)

Presenter(s):

Jason Axford

University of South Florida

Topic(s):

- Counseling Theory/Practice
- Social and Cultural Foundations

Abstract: Race and Ethnicity are social constructs based on phenotypic expression and given subjective meaning through differential treatment and shared identity. For White Americans seeking bachelor's degrees, the graduation rate was 59.4 percent. For African Americans, there was a significant gender gap in college graduation rates favoring women. The University of South Florida (USF) has been recognized as a top-performing university "number one in the state of Florida and sixth in the nation" for eliminating the completion gap between black and white students, according to a report released by The Education Trust (2018), "A Look at Black Student Success: Identifying Top and Bottom Performing Institutions." USF Counseling Center's Group Therapy program facilitates a People of Color: Our Voices group, which provides a safe and confidential space for students to share and receive feedback relative to issues that impact minorities at a Predominantly White Institution (PWI). Some of the topics addressed are: Colorism, Discrimination, Racial Profiling and Racism, Minority Representation in Faculty and Staff, Safety and Legal Concerns etc. This session will detail how the USF Counseling Center identified the need for such a group, marketed the group, and developed the structure and curriculum for the group using evidenced based practices.

Learning Objectives:

- Participants will discuss the impact of institutional racism on students of color and how this impacts persistence towards graduation.
- Participants will utilize evidence-based practices to implement a students of color group.
- Participants will discuss the challenges of different types of universities (size, location, private/public etc.) to starting a group for students of color.

Session Title: Two Birds with One Stone: Strategies for Social Justice Advocacy that Simultaneously Support Counselor Self-Care at a College Counseling Center

Presenter(s):

Kai Shin (Josephine) Chu

University of South Florida Counseling Center

Topic(s):

- Social and Cultural Foundations
- Wellness and Prevention

Abstract: Despite an increase in minority student enrollment in U.S. colleges, disparities in mental health care utilization among college students remain (Hunt, Eisenberg, Lu, & Gathright, 2014). College counseling centers shoulder the responsibility of providing quality counseling services to students, many of whom may otherwise have limited to no access to mental health care. Coupled with the nationwide rise in utilization of college counseling services, it has become critical to interweave social justice efforts and multiculturally affirming practices into the fabric of clinical and training programs, rather than separately adding diversity initiatives that may be disjointed and compete for the finite resources of college counseling centers. This presentation will highlight social justice efforts and strategies in the outreach and consultation program, group therapy program, and pre-doctoral internship program of a college counseling center, aimed at increasing access to counseling services for the underrepresented (e.g., international students and LGBTQ+ students) while enhancing cultural humility among early career clinicians. These strategies are executed within an operational model that supports counselor self-care and protects from burnout.

Learning Objectives:

- Describe four outreach and liaison strategies that counseling centers can implement to increase access to services for underserved students.
- List four treatment barriers that are broken down by an informal consultation program (i.e., Let's Talk), and compare its utilization data to traditional counseling among underrepresented students.
- Discuss ways to incorporate social justice principles into training in a college counseling center to enhance cultural humility among early career clinicians.
- Describe an operational model that supports counselor self-care in a college counseling center.

Session Title: Developing and Piloting a Telemental Health Program at a University Counseling Center

Presenter(s):

Nick Joyce

University of South Florida

Scott Strader

University of South Florida - Tampa Campus

Topic(s):

- Counseling Theory/Practice
- Administrative

Abstract: The university of South Florida recently developed and is currently piloting a telemental health program. This program is targeted at distance learners who are not as easily able to access traditional mental health services at our physical counseling center location. This session will detail the development of this program including ethical/legal issues, logistics of implementation, and standards of care for telemental health services. It will also discuss literature and research on online therapy theory and efficacy as well as initial findings from the pilot implementation.

Learning Objectives:

- Participants will identify individuals who are most likely to benefit from telemental health services.
- Participants will discuss the ethical and legal issues associated with telemental health practice.
- Participants will discuss the reasonable standards of care related to telemental health practice, including informed consent and risk assessment
- Participants will identify unique aspects of working in an online space that differ from face to face settings.

Session Title: Reaching out to international students: A strategic approach in collaboration among campus partners

Presenter(s):

YUKA KATO

NC State University, Counseling Center

Topic(s):

- Social and Cultural Foundations
- Wellness and Prevention

Abstract: International students provide cultural, academic, and economic benefits to universities and American society. Those benefits come with challenges. International students commonly experience a significant journey through cross-cultural transition processes that may involve examination of personal and cultural identities, loss and development of social support, multi-layered stress, and expansion of coping strategies and culturally relevant social skills. Social isolation and lack of sense of belonging are common and may contribute to depression, anxiety, or poor academic performance. International students' underutilization of counseling services has been well documented (Poyrazli, 2015). A strategic approach to address their unique challenges and collaboration among campus partners is critical. College counseling centers can play an important role. The Counseling Center at NC State University has collaborated with campus partners to address these factors that hinder international students from seeking support, including the International Tea Time and a video project. We still need to expand the quality and quantity of our outreach efforts to international students who may need our support. In this session, we will examine a strategic approach in collaboration with campus partners. All professionals will be invited to join an open and dynamic conversation to bring our successes, questions, and challenges to the table.

Learning Objectives:

- To have creative and courageous conversations that promotes strategies to support international students.
- To demonstrate unique challenges and needs of international students.
- To identify possible interventions to address international students' challenges and needs and how college counseling centers can collaborate with campus partners.

Session Title: The Effect of Culturally Competent Counseling Practices with Arab American College Students

Presenter(s):

Souzan Naser

Moraine Valley Community College

Topic(s):

- Social and Cultural Foundations
- Community College Focus

Abstract: Arab Americans make up a significant percentage of the U.S. population and there has been a significant increase in Arab American students attending colleges. Extensive studies and information on culturally competent practices with the four major racial/ethnic minority groups in the U.S. are commonly found in both undergraduate and graduate areas of study. However, information on counseling Arab Americans is scarce. This timely and relevant session will assist clinicians to explore their level of cultural competency in working with Arab American students. Attendees will gain valuable information on the key socio-politico-cultural-economic features that shape and define this population, the unique challenges Arab Americans face, and their needs and expectations when meeting with a mental health provider. It is important for mental health providers to keep pace with the various factors that this group of students will seek in their counselors for support. The session will afford attendees the opportunity to increase their counseling skill set and strategies when working with this unique group.

Learning Objectives:

- Participants will develop a cultural, religious, and political framework for understanding Arab American students.
- Participants will analyze the contemporary challenges and experiences of the Arab American student, and how that impacts and informs the counseling relationship.
- Participants will identify culturally-sensitive and appropriate counseling techniques and strategies for working with Arab American students.

Session Title: Identity Development of Becoming a HAES Clinician

Presenter(s):

Emily Palmieri

Wake Forest University

Topic(s):

- Social and Cultural Foundations
- Wellness and Prevention

Abstract: The Health at Every Size (HAES; Bacon, 2010) approach to health and wellbeing has gained much momentum in the past several years in college settings and is suggested to be best practice to prevent disordered eating and eating disorders (Humphrey, Clifford & Neyman Morris, 2015). While it is well known that clients and clinicians live in a fat-phobic world full of diet-culture (Bacon & Aphramor, 2014), the vulnerable journey of becoming a weight-neutral provider is less familiar. In this breakout session, attendees will have the opportunity to share and hear stories of struggles, curiosities, and increased awareness of clinicians forming the professional identity of being a HAES clinician both inside and outside of the professional setting. Discussion regarding body diversity, size privilege, and shame resilience will guide the potential formation of a new identity development model as the counseling field continues to advocate for size to be increasingly recognized as a facet of diversity.

Learning Objectives:

- Attendees will learn to describe and apply Health at Every Size (HAES) principles.
- Attendees will discuss and analyze their own personal experiences of shifting paradigms of health away from diet-culture.
- Attendees will apply HAES concepts to various counseling theories.

Session Title: Responding to Crises on a Small College Campus

Presenter(s):

Laurie Scherer

St. Mary's College of Maryland

Emily Lamoreau

St. Mary's College of Maryland

Topic(s):

- Counseling Theory/Practice
- Other (please explain in "comments" box below)
- Crises procedure development and evaluation

Abstract: This presentation will focus on responding to crises on small college campuses. College counseling staff in the United States are reporting an increase in the number and severity of mental health concerns presented at campus counseling centers (Xiao, et. al, 2017). Small campuses with limited resources face unique challenges in how to address this growing demand for services and how to effectively respond to crisis situations that arise. This presentation seeks to explore ways in which these campuses can creatively meet the mental health needs of students despite these challenges, and how college counseling staff can evaluate existing plans or develop a new crisis plan that both meets the mental health needs of students and is effectively communicated to all staff members. The presentation will utilize real-life examples and case studies to explore the current mental health crisis procedures in place on a small college campus in rural Maryland. Additionally, this presentation will highlight the intersection of social justice and mental health care as explanation for the reported rise in severity presentation and demand of services at college counseling centers.

Learning Objectives:

- Participants will be able to describe several creative ways use limited staff and funding to best meet the increasing needs for counseling on college campuses.
- Participants will be able to evaluate an existing plan or develop a crisis plan that meets student mental health needs and is effectively communicated to all staff members.

Session Title: "The Student is Always Right!" When Clinical Care Becomes Retail Therapy

Presenter(s):

Holly Vanderhoff

SUNY Upstate Medical University

Michael Miller

SUNY Upstate Medical University

Sipho Mbuqe

SUNY Upstate Medical University

Topic(s):

- Counseling Theory/Practice
- Counselor Professional Identity and Practice Issues

Abstract: The majority of colleges and universities have adopted a business-driven, customer-oriented approach toward student recruitment and retention amidst a shrinking pool of applicants. Identifying higher education primarily as a business and students as customers may make for successful marketing and maximum profits; however, this approach has been criticized as threatening the academic integrity and educational missions of these institutions and stunting the intellectual growth of students. In parallel, the health care industry has increasingly viewed patients as customers, which has raised similar concerns about the integrity and effectiveness of medical practice. Student counseling centers find themselves at the unique intersection of these worlds. In this presentation we explore 1) the philosophical and pragmatic roots of the "student/patient as customer" model; 2) the particularly corrosive effect of this model on student mental health services; 3) how students of under-served or marginalized backgrounds may be especially disadvantaged by this model; and 4) how counseling centers can counteract this impact in interactions with students, other divisions, and institutional administration.

Learning Objectives:

- Describe the philosophical and practical roots of the student-as-customer model
- Describe the potential negative impacts of this model on students and on mental health services in the college setting
- Identify strategies for countering these impacts in the therapeutic interaction, within the counseling center, and in relationships with other university divisions and administration

Saturday, February 29, 2020 Sessions

Session Title: The Good, the bad, and the ugly of providing supervision to counseling students

Presenter(s):

KATHERINE Bender BENDER

Bridgewater State University

Topic(s):

- Clinical Supervision and Training

Abstract: Through the lens of of the discrimination model of supervision (Bernard & Goodyear, 1992) the session will address the challenges and joys of providing supervision to counseling internship students. Practical components of using evaluation tools like competency rating scales, mid term reviews, and a rubric for counselor dispositions will be discussed. Tips for having challenging conversations with interns and their faculty or site supervisors will be shared using case studies. With an emphasis on the role of supervisors as gatekeepers but also with the role of interns as student learners, the session will outline the fine balance between supporting and challenging our interns within clinical supervision.

Learning Objectives:

- Attendees will assess their current supervision practice and model and evaluate its effectiveness.
- Attendees will apply CACREP counselor dispositions and counseling skills rating scales to their current supervision setting.
- Attendees will utilize available resources to bring back to their home institutions and supervision practice.

Session Title: The Loneliness Epidemic in the College Population: Research-Based Guidelines to Educate, Engage, and Counsel

Presenter(s):

Jacob Blackstock

University of North Carolina at Greensboro

Topic(s):

- Counseling Theory/Practice
- Wellness and Prevention

Abstract: Nearly half of Americans report being lonely, and one-in-five report having no close relationships (Ipsos Reid, 2018). The numbers are concerning for all age ranges, but particularly high for young adults (Ipsos Reid, 2018). The increase in loneliness has been paired with an increase in students seeking services and an increase in crisis cases (Center for Collegiate Mental Health, 2017). Considering these trends, it is vital that college counselors understand the causes of loneliness and young adults and practical ways to educate students and promote wellness. The presentation will begin with an overview of national data about loneliness, highlighting trends in isolation and a review of the clinical significance of loneliness. This will include data about negative outcomes and the clinical definition of loneliness. Next the presenter will explain the role attachment plays in loneliness, highlighting the role of attachment style as well as attachment physiology. After that the presenter will cover recent empirical data about loneliness and attachment and highlight a proposed structural regression model of loneliness in young adults. The presenter will also discuss evidence-based treatments for loneliness. Finally, the presenter will include ideas for psychoeducation and student engagement as well as effective ways to screen for loneliness.

Learning Objectives:

- Participants should be able to discuss the importance of addressing loneliness and how social connection moves students towards wellness
- Participants should be able to describe the role that attachment and changing national trends play in loneliness
- Participants should be able to apply knowledge about campus loneliness to student engagement and counseling

Session Title: #MinorityMentalHealth for Men of Color: Programming, Initiatives, and Practice-Based Possibilities for College Counselors

Presenter(s):

Christian Chan

Idaho State University

Edson Andrade

Idaho State University

Roberto Martinez

Phoenix House Mid-Atlantic

Kristian Robinson

Virginia Commonwealth University

Topic(s):

- Social and Cultural Foundations
- Wellness and Prevention

Abstract: The explosion of trends associated with minority mental health illuminates the necessity for practicing counselors to recognize opportunities to bridge the gap for historically marginalized, underserved, and neverserved communities. Minority mental health has served as the catalyst for trends within federal regulations, college campuses, and social media (e.g., #MinorityMentalHealth) using a clear agenda to characterize the needs of minoritized communities, eradicate barriers to utilization of services, and sustain long-term systematic initiatives for comprehensive outreach, community partnerships, and counseling services (Locke et al., 2016; Miranda et al., 2015; Reif & Much, 2017). On college campuses, issues surrounding minoritized communities have been magnified due to numerous incidents of racism, discrimination, and marginalization (Chan, Erby, & Ford, 2017; Smith, Chesin, & Jeglic, 2014). Despite growth and attention, culturally responsive training and practice can direct attention to the gap for men of color within collegiate initiatives and health equity, given the phenomena of masculinity, complexities of privilege, and invisibility (Chan, Cor, & Band, 2018; Griffith, 2018). Using a synthesis of conceptual and empirical literature, the presenters focus on exemplars of collegiate initiatives to promote a collaborative dialogue with the audience on health equity, outreach, training, and utilization of counseling for men of color.

Learning Objectives:

- Develop an overview of key issues surrounding minority mental health initiatives specific to men of color in college campuses.
- Identify systemic barriers impacting utilization and access of men of color with college counseling services.
- Illustrate notable collegiate exemplars of programming and campaign to advocate for minority mental health associated with men of color.
- Create collaborative approaches with college counselors, supervisors, and researchers to enhance comprehensive counseling services, outreach, and health equity with men of color.

Session Title: Identity privilege and being an effective "Ally"

Presenter(s):

Matthew Cullen

Green River College

Topic(s):

- Social and Cultural Foundations
- Counselor Professional Identity and Practice Issues

Abstract: Whether it is based on race, ethnicity, religion, gender identity and expression, sexual orientation, weight, or ability, an Ally can be anyone with identity privilege. However, being an Ally takes action and intention. Theory and research on cultural competence points to the need for counselors to be aware of their own privilege and the role it plays in the counseling relationship. And as more and more focus is given to diversity, equity, and inclusion on college campuses across the country, it is important for counselors to understand the work they can and should be doing on behalf of all students as a person of privilege. Through discussion, interactive activities, and personal reflection, this introductory session to being an Ally will challenge participants to take an introspective look at their own identity privilege and how they can act as Allies for others. It will outline common pitfalls of Allies and insights into effective Ally work. Participants will leave the session understanding why being an Ally is vital to the work of a counselor in a college setting, as well as tangible strategies and specific actions they can take to be an Ally on their campus.

Learning Objectives:

- Participants will be able to define identity privilege and describe their own identity privilege.
- Participants will apply the strategies discussed in the session to list the steps they will take on their college campus to close the equity gap.
- Participants will be able to identify resources for being an ally for various groups.

Session Title: Mindful self-care for counselors: Creating and maintaining a sustainable mindfulness practice

Presenter(s):

Diana Cusumano

The Jed Foundation

Topic(s):

- Counselor Professional Identity and Practice Issues
- Wellness and Prevention

Abstract: Recognizing that self-care is key for counselors in order for them to maintain their own emotional wellness and mental health, this session will focus on introducing mindfulness techniques that can be used regularly with oneself and with students. This interactive workshop will be a combination of information sharing, testing out several different evidence based mindfulness techniques and include discussion based on the Koru Mindfulness curriculum. An overview of the Koru Mindfulness curriculum will be provided along with recent research published surrounding mindfulness and how it affects one's mental health. A discussion and brainstorm will take place on how to infuse mindfulness and meditation into daily life.

Learning Objectives:

- Participants will be able to define mindfulness and meditation along with practicing different mindfulness exercises.
- Participants will be able to compile a list of the benefits of mindfulness and meditation and how it ties to mental health.
- Participants will be taught the most recent research published on mindfulness as it ties to stress reduction and mental health and be able to use this in building their own case for creating a daily mindfulness habit and/or creating mindfulness programmin
- Participants will have an overview of the Koru Mindfulness curriculum and be able to apply techniques on themselves and with students and staff.

Session Title: Community College Roundtable

Presenter(s):

Sandy Davis

Janelle Johnson

Sante Fe Community College

Topic(s):

- Community College Focus

Abstract: The role of the two year and community college counselor continues to evolve as student needs are being assessed and redefined on college campuses nationwide.

National data indicates that more students are arriving on community college campuses experiencing mental health concerns that clearly impact their retention and completion rates. Community and technical colleges serve many students that are first generation and academically unprepared. National trends suggest that community colleges are utilizing a wellness approach to connect with community partners and services to address other student needs outside of academics to increase retention. Some of these include, food insecurity, housing, financial, transportation, childcare, mental health connection to a psychiatrist, and health care.

As community and two year colleges continue to take a closer look at providing comprehensive student support services, it is critical for professional counselors to be involved in program development. Counselors are often asked to perform multiple duties including teaching and academic advising, providing services to students of varying age levels and abilities, and who may be experiencing economic and employment concerns as well as physical and mental challenges.

Learning Objectives:

- Consider current national trends in community college counseling
- Research Component-National trends regarding comprehensive support for students to increase retention and address mental health
- Take part in active discussion of current challenges faced by colleagues working in the community college setting and ways to promote counseling services

Session Title: Prescribing nature for mental health on college campuses

Presenter(s):

Susan Denny

University of Texas at San Antonio

Jack Wheeler

Denison University

Topic(s):

- Counseling Theory/Practice
- Administrative

Abstract: According to the 2018 annual report by the Center for Collegiate Mental Health (CCMH, 2019), the most common problems college clients report are anxiety and depression. College counseling centers are exploring innovative methods to provide effective treatments that address these concerns. Increasingly, research is finding that engagement with nature helps to reduce stress associated with many mental health concerns (Rakow & Eells, 2019). Nature is an untapped resource on campuses that engages students in group work, increases students' sense of belonging, and reduces stress. The Collegiate Adventure Therapy Collective (CATC) is a group of college counselors whose mission is to intentionally integrate nature into their treatment with clients. Clinicians integrate eco therapy and adventure therapy to meet the unique needs posed by their campus community. While this approach is a new trend for counseling centers, 191 colleges offer wilderness orientation programs that have shown to have a positive effect on autonomy, interpersonal skills, and sense of belonging (Bell, et al., 2014; Bell & Chang, 2017). This presentation highlights how two colleges developed nature-based therapy programs. Participants will have time to explore what nature-based therapy could look like on their own campuses and to discuss first steps for implementing the program.

Learning Objectives:

- Describe eco therapy and adventure therapy.
- Identify three benefits to prescribing nature for college students.
- Compare different models of how to bring nature-based therapy to your campus.
- Brainstorm what nature-based therapy model may work on your campus.
- Formulate next steps for your campus' nature-based therapy program.

Session Title: The Intersection of Counseling and Accessibility: Understanding the who, what, when, and why of accommodation requests.

Presenter(s):

Dan Jordan

Gwyned Mercy University

Topic(s):

- Social and Cultural Foundations
- Counselor Professional Identity and Practice Issues

Abstract: Student mental health issues often affect academics in profound ways and necessitate referrals to other campus resources such as the accessibility office. Counselors can be faced with a need to address the client's accessibility needs but lack an understanding of the basics of accessibility. Counselors need to have a working knowledge of the laws involved, the definitions used, and how to apply them to their clients' academic and housing needs. It is imperative counselors be able to identify which client issues apply, what should be recommend as an accommodation, and what information is needed for documentation. Further, it is essential they have a basic understanding of the legal, practical, and ethical implications of their accommodation recommendations so that they can advocate for accessibility for their clients and collaborate effectively with accessibility offices.

Learning Objectives:

- Participants will be able to apply a practical understanding of the relevant laws governing students with disabilities using practical examples.
- Participants will apply that understating to create reasonable accommodations according their client's needs, and explain their accommodation recommendations and potential limits to implementing them.
- Participants will be able to write appropriate documentation to support their recommendations.
- Participants will be able to navigate the issues involved in requests for emotional support animals, single room accommodations, and presentation modifications, as well as, assess ethical considerations and make recommendations for best practices.

Session Title: Challenging Disablism: Promoting Inclusion of People with Disabilities and Physical Differences

Presenter(s):

Susan Powell

William James College

Libby Kain

Mayo Regional Hospital

John Smolenski

South Shore Mental Health

Topic(s):

- Counseling Theory/Practice
- Social and Cultural Foundations

Abstract: There is a dearth of training and research related to disability and physical difference, leaving many therapists unprepared to competently work with these populations and many unaware they need additional training to effectively serve people with disabilities (Woo, Goo, & Lee, 2016). When training is provided it is often from the perspective of the biomedical model, which pathologizes disability as a medical problem that resides within the individual (Smart, 2015). To ensure cultural competence related to disability, therapists must be educated about the impact of disabling environments and negative attitudes on people with disabilities and physical differences, and strive to create counseling spaces free of disablist microaggressions. This presentation will review how people with disabilities are impacted by affirmative vs. stigmatizing views of disability, non-disabled privilege, stigmatizing language, and internalized ableism. Presenters will also discuss disability-related microaggressions and recommendations for preventing such microaggressions in counseling. This presentation aims to enhance therapists' cultural competence in working with those with disabilities and physical differences, specifically related to knowledge about these populations; self-awareness of biases and/or discomfort regarding those with disabilities and physical differences; and skills related to affirmative interaction and therapy with these populations.

Learning Objectives:

- Describe oppression experienced by people with disabilities, including disability-related microaggressions.
- Understand the differential clinical impact of affirming vs. stigmatizing perspectives regarding disability and physical difference.
- Identify how to prevent microaggressions in therapy.
- Identify skills for interacting with and counseling people with disabilities in a respectful and affirming manner.

Session Title: Animals on Campus: Ethical, Legal, and Logistical Considerations

Presenter(s):

Kathryn Alessandria

West Chester University

Christopher S. Corbett

Savannah College of Art and Design

Stephanie D. McIver

University of New Mexico

Shari A. Robinson

University of New Hampshire

Topic(s):

- Social and Cultural Foundations
- Counselor Professional Identity and Practice Issues
- There will be an emphasis on ethical issues in the presentation.

Abstract: This session will model the interdisciplinary collegiality and collaborative process of the Higher Education Mental Health Alliance (HEMHA), which includes representatives from 9 organizations that focus on higher education policy and university/college student mental health. This collaboration has resulted in several free white papers useful to practitioners and administrators alike. We present our latest guide: Animals on Campus. We will: 1) discuss the purpose, scope and limitations of the guide; 2) explain the differences between service, therapy, and emotional support animals and the legal rights of access for each one; and, 3) using the guide's case vignettes as a launching point we will review risks and legal and ethical issues associated with animals on campus, including accommodating and approving requests for Emotional Support Animals (ESAs). We will highlight key content on this topic, including the recent ACA position statement on ESAs, and solicit feedback to identify clinical practice gaps that may influence the topics of future guides. The presentation will be delivered via visual slides, didactics, and interactive discussion.

Learning Objectives:

- be able to describe what the Higher Education Mental Health Alliance is and how to access the free resources it provides;
- be able to identify logistical and ethical dilemmas related to animals on campus;
- identify the differences between service animals, therapy animals, and emotional support animals and the current regulations related to each.
- discuss their own experiences with animals on campus.

Session Title: Chartering Collegiate Initiatives for Mental Health and Wellness with Queer and Trans People of Color (QTPOC) in College Counseling and Student Affairs: An Intersectional Approach

Presenter(s):

Christian Chan

Idaho State University

Margarita Martinez

Northern Virginia Community College - Counseling Center

Topic(s):

- Social and Cultural Foundations
- Wellness and Prevention

Abstract: A growing body of conceptual and empirical research has bolstered efforts to address the mental health and wellness of queer and trans people of color (QTPOC) with attention to the evidence of marginalization, suicidality, and health disparities (Mosley et al., 2019). With this area needing attention under the auspices of college counseling and student affairs settings, collegiate initiatives, programming, and outreach operate under a comprehensive approach to illustrate multiple overlapping forms of oppression (e.g., racism, genderism, heterosexism) responsible for inequities and barriers to resources and services (Chan et al., 2017a, 2017b). Distinctly, the social conditions associated with health inequities and barriers govern access and climate of safety on college campuses (Moon Johnson & Javier, 2017). Such experiences for QTPOC coincide with two particular frameworks to critically analyze both barriers and opportunities for programming and services: minority stress theory (Meyer, 2014) and intersectionality theory (Collins, 1986, 2015; Crenshaw, 1989). Outlining approaches for college counseling and student affairs specifically using the intersectionality framework, the presenters will highlight exemplar programs for college counseling, outreach, and student affairs; indicate culturally responsive practices tailored to college counseling and student affairs; and develop a collaborative dialogue with the audience for relevant practice applications across college settings.

Learning Objectives:

- Illustrate an overview of salient statistics, conceptual, and empirical research to document effects of oppression and resilience on queer and trans college students of color.
- Identify specific community and advocacy resources culturally relevant to queer and trans college students of color.
- Elaborate on the significance of minority stress theory and intersectionality theory as useful frameworks for college counseling and student affairs practices.
- Outline distinct exemplars of college programming relevant to services and outreach for queer and trans college students of color.
- Formulate culturally responsive practices necessary for college counselors, supervisors, and researchers to address interpersonal, systemic, and historical forms of oppression for queer and trans college students of color on campus.

Session Title: Title: You are Not a Fraud: Helping Latinx First-Generation College Students Combat Imposter Syndrome

Presenter(s):

Jacqueline Contreras

The University of Texas at San Antonio

Topic(s):

- Social and Cultural Foundations
- Wellness and Prevention

Abstract: Latinx commonly identify as first-generation college students (FGCS) (Michel & Durdella, 2019). This population has a difficult time navigating through college without the guidance of their parents, but they also face an internal struggle that undervalues their successes by attributing them to luck. They experience imposter syndrome (Martinez et al. 2009; Terenzini et al., 1996). IS is a collection of unwanted feelings that include intellectual mistrust, fear of failing, and feeling incompetent (Clance & O'Toole, 1987). Imposter syndrome often causes mental health issues for Latinx FGCS. Their irrational thoughts and feelings transform themselves into anxiety (Cokley et al., (2017), depression (Clance & Imes, 1978; Cokley et al, 2017), and low self-esteem (Thompson, Davis, & Davidson, 1998). If not addressed, these mental health issues can potentially derail FGCS from graduating college (Ramsey & Brown, 2018). It is important to discuss strategies to assist this population and decrease graduation retention. The presenter will introduce and discuss effective techniques staff and faculty can practice on Latinx FGCS who are experiencing imposter syndrome in higher education.

Learning Objectives:

- Participants will gain an understanding of what imposter syndrome is and its effects on Latinx first-generation college students.
- Participants will gain strategies to help Latinx first-generation college students experiencing imposter syndrome.

Session Title: Stigma on Campus: Impacts on Help Seeking and Academic Progress

Presenter(s):

Kimberly Gorman

Western Carolina University

Kathleen Brennan

Western Carolina University

Topic(s):

- Research and Program Evaluation

Abstract: The increase in utilization of services on campus has been attributed, in part, to the belief that stigma around mental health had decreased. However, the exact nature of stigma and its relationship to help seeking has not been fully studied. This program offers data from a sample of students at a rural, regional university situated in the southeast. This study provided data regarding the endorsement of public stigma dimensions used within the sociology literature, and then linked that data, with students' consent, to information from the university's counseling center and from the academic record. This program will discuss university student endorsement of stigma as compared to the broader national and international contexts. Additionally, this session will also discuss the relationship between stigma, utilization of counseling services, and academic progress. The program will conclude with suggestions as to how to discuss stigma and its impact on students and the campus community with students, faculty/staff, and administrators.

Learning Objectives:

- 1. Explain the similarities and differences in endorsement of stigma by university students and the general population.
- 2. Articulate two ways in which stigma impacts treatment seeking.
- 3. Identify two strategies for discussing stigma on campus.

Session Title: Roundtable discussion on the NCAA Mental Health Best Practices.

Presenter(s):

Joshua Mangin

Husson University

Andrew Southerland

University of Wyoming

Topic(s):

- Wellness and Prevention

Abstract: In 2013, the National Collegiate Athletic Association (NCAA) created a task-force designed on addressing the mental health concerns of student-athletes. The outcome of this task-force resulted in recommended guidelines including: usage of licensed mental health providers, implementation of proper referrals, incorporating pre-participation mental health screenings, and fostering culture changes through wellness and health promotion outreach. As mental health professionals we work on interdisciplinary teams to provide services for specific college population including student athletes. Over the last few years, there has been an increase in amateur and professional athletes openly discussing their struggles with mental health. Research has demonstrated that student-athletes experience higher rates of depression, anxiety, substance abuse, and eating disorders when compared to their non-athlete counterparts. Therefore, as professionals, it is important to know the recommended roles and current suggested best practices. The purpose of this breakout session is to provide an opportunity to discuss how college counselors incorporate and utilize these guidelines into our institutions. This will be accomplished through the use of a roundtable discussion. We feel that a roundtable format will allow attendees to join the presenters in sharing their own perceptions, experiences, and implementations regarding the NCAA's Mental Health Best Practices.

Learning Objectives:

- Participants will understand the key components to the NCAA's Mental Health Best Practices.
- Participants will partake in a roundtable discussion of the NCAA's Mental Health Best Practices with the purpose of sharing current implementation, and fostering interventions, policies, and practices, that can be incorporated into the participants' own i

Session Title: Cognitive Processing Therapy on a Community College Campus

Presenter(s):

Brittany Palacios

Del Mar College

Johanna Torres

Del Mar College

Topic(s):

- Counseling Theory/Practice
- Community College Focus

Abstract: In this presentation, participants will acquire information on the prevalence of trauma on community college campuses and learn about an evidenced based treatment for trauma and comorbid conditions – Cognitive Processing Therapy (CPT). Participants will learn about its efficacy with students as well as the benefits and barriers involved in the therapeutic application within a community college setting. This includes the use of CPT to mitigate symptoms of burnout. Presenters will also discuss the burnout epidemic and coping strategies for college clinicians treating trauma.

Learning Objectives:

- Participants will acquire knowledge about the prevalence of trauma on community college campuses.
- Participants will acquire knowledge about Cognitive Processing Therapy (CPT) and its efficacy in a community college counseling center.
- Participants will explore the use of CPT to reduce the symptoms of burnout.
- Participants will gain an understanding of how to cope with the inevitability of burnout.

Session Title: Socially Just and Cultural Responsive Counseling Leadership Model:

Presenter(s):

Harvey Peters

The George Washington University

Topic(s):

- Social and Cultural Foundations
- Administrative

Abstract: This presentation will focus on the results from a grounded theory study investigating how counseling leaders' engage in leadership that is both socially just and culturally responsive. To date, no study in counseling has focused on counseling leadership that is both socially just and culturally responsive. Thus, the purpose of this grounded theory study was to explore the phenomenon of socially just and culturally responsive counseling leadership within both educational and professional contexts. This presentation will provide session participants with a brief introduction to the literature, essential definitions, an overview of the methodology and study procedures, results of the study, and its future implications. These session objectives will be accomplished through a didactic presentation and handouts using PowerPoint. In addition, session participants will have an opportunity to engage in a think-pair-share discussion on how to create action strategies in their leadership, research, or service within a college counseling setting. As a result, session participants will be exposed to, reflect upon, and discuss with the implications of socially just and culturally responsive leadership, and how to develop tangible actions within their unique professional context.

Learning Objectives:

- Participants will receive and discuss the results from a grounded theory study focused on socially just and culturally responsive counseling leadership.
- Participants will identify and discuss the implications for their own leadership in college counseling settings.
- Participants will be able to describe and explain socially just and culturally responsive leadership within the context of college counseling settings.
- Participants will compare the results and implications of the study to their own experiences and narratives.

Session Title: Life Stressors and Overall Mental Wellness in Black Men

Presenter(s):

Damon Pryor

William James College

Topic(s):

- Counseling Theory/Practice
- Social and Cultural Foundations

Abstract: The primary aim of this study was to explore the experiences of being a Black man in the United States by identifying the salient themes that are related to life-stressors and the factors that promote well-being among Black men. The research questions that were investigated include the following: (1) What are some stressors that Black men experience in this country? (2) What concepts are salient to Black men's sense of well-being? And (3) What roles do supports from others (e.g., emotional, academic and physical support from fathers, teachers, and mentors) play in promoting well-being among Black men? Through the use of a semi-structured interview and Interpretative Phenomenological Analysis (IPA), the researcher identified recurrent themes of the lived experiences of the participants. The results of this study suggest that salient themes that are shared among Black men and that promote their well-being are linked to the importance of the Black family, activities of survival, maintaining a healthy body, and fostering a healthy mindset. The implications of these findings are discussed in terms of their relevance to future research and clinical work with Black men in the United States.

Learning Objectives:

- The Learner will be able to describe the salient factors of well-being as they relate to Black men.
- The learner will be able to assess their role and abilities to form therapeutic relationships with Black men.
- The learner will be able to discuss the mental health disparities that exist in America for Black men.

Session Title: Assessing For and Building a Resiliency Plan Against Compassion Fatigue

Presenter(s):

V. Paige Zeiger

Walden University

Yulanda Tyre

Liberty University

Topic(s):

- Counselor Professional Identity and Practice Issues
- Wellness and Prevention

Abstract: Due to the sustained empathic relationship inherent in therapy, mental health counselor's belief system and world view are vulnerable to the effects of the traumatic and debilitating experiences of clients. These effects can be pervasive and may lead to personal and professional difficulties. Left unattended, the cumulative effects of clinical work may put the counselor at risk for both Compassion Fatigue and Vicarious Trauma. This presentation will address these concerns through helping attendees gain awareness of the clinical factors that may contribute to the experience of compassion fatigue, secondary traumatic stress, vicarious trauma, and burnout. While each of these concepts are defined differently, obtaining an awareness of how to identify and be self-aware of when one is experiencing the signs and symptoms is essential for ethical, competent clinical counseling practice. There are a variety of risk factors for compassion fatigue, but there are also some recognition strategies that professional helpers can integrate into their practice that will help them mitigate and prevent burnout. Clinicians and supervisors will learn how to assess for compassion fatigue and build a resiliency plan for combatting it in order to ensure wellness.

Learning Objectives:

- Develop a clear understanding of what signs and symptoms demonstrate compassion fatigue, vicarious trauma, and burnout.
- Exhibit the ability to skillfully administer and interpret compassion fatigue assessments, such as the Pro QOL, and the competence to recognize key resiliency skills for the prevention of compassion fatigue.
- Create an effective resiliency plan for addressing compassion fatigue, burnout, and vicarious trauma and the demonstrate the ability to implement these new skills towards preventing it.

Session Title: Dogs, Stress, and Tests, Oh My! A Wellness Program for Students Taking a High Stakes Test

Presenter(s):

Kathryn Alessandria

West Chester University of Pennsylvania

Topic(s):

- Wellness and Prevention
- Other (please explain in "comments" box below)
- Animal Assisted Intervention (AAI)

Abstract: Animal Assisted Interventions (AAI) are growing in popularity and practice with therapeutic outreach being the most common type on college campuses. AAI has grown in popularity for its low cost and ability to reach many people with few resources. Research indicates that elevated perceived stress prior to high stakes tests is associated with lower predicted grades, feelings of being less prepared for exams, and a negative view of courses completed. Too much stress and anxiety can influence test performance. Studies have demonstrated a reduction in stress levels associated with participant interactions with therapy dogs in clinical settings. Research suggests that interacting with a therapy animal can lower anxiety and loneliness and that outreach programs can be a way to assist students on campus whose stress and anxiety may not warrant ongoing counseling. The purpose of this program is to share knowledge gained from evaluation of an AAI wellness program for students taking a high stakes test. Audience members will be invited to exchange outreach and wellness promotion program ideas and ways to appropriately incorporate AAI on campus.

Learning Objectives:

- Describe a wellness program implemented for students taking a high stakes test.
- Discuss research on the effectiveness of interacting with a certified therapy dog on student stress and anxiety during high stakes testing.
- Identify practical strategies to implement animal assisted intervention on college campuses
- Identify at least three considerations (e.g. animal and human welfare, selecting appropriate animals for programs, etc.) that must be addressed prior to incorporating therapy dogs in outreach programming.

Session Title: Serving Veteran and Military-Connected Students: Social, Cultural, and Practice Implications

Presenter(s):

Sarah Clapp

The Ohio State University

Emily Baker

The Ohio State University

Topic(s):

- Counseling Theory/Practice
- Social and Cultural Foundations
- Our presentation will highlight unique social and cultural contexts for working with veteran and military-connected students, and discuss both cultural competency and evidence-based practice for working clinically with this population.

Abstract: Service in the United States military is characterized by unique social and cultural experiences, including particular language, hierarchies, social norms, and value systems. These cultural characteristics are distinct from American civilian culture, and indicate a need for cultural competency to serve veterans and military-connected persons effectively in clinical settings. The vast majority of post-secondary institutions in the United States enroll veteran and military-connected students, however research suggest both a lack of military-specific resources on campus and limited military cultural competence among counselors. This presentation will provide a foundational of knowledge of military culture, discuss evidence-based approaches to serving these students, and elaborate on further opportunities and resources for training.

Learning Objectives:

- Describe the social and cultural considerations and contexts that must be taken into account when working with veterans and military-connected persons in higher education.
- Analyze additional intersectional and diversity factors relevant to serving veteran and military-connected persons in higher education.
- Discuss evidence-based and culturally-sensitive clinical approaches for working with veteran and military-connected persons in higher education.

Session Title: Introduction to CAS Standards for Counseling Services: Uses for the College Counseling Centers

Presenter(s):

Perry Francis

Eastern Michigan University

Lisa Adams

University of West Georgia

Topic(s):

- Administrative
- Other (please explain in "comments" box below)
- Program Evaluation

Abstract: The Council for the Advancement for Standards in Higher Education has well developed specialty standards for college counseling centers that can be used in numerous ways including advocating for support for the center, self-assessment, program evaluation, outcome research, and staff development. This presentation will provide the participants with the necessary information to begin the process of planning a CAS self-study including tailoring it to meet the diverse needs of the profession.

Learning Objectives:

- To increase the knowledge and use of CAS standards and guidelines, particularly as related to Counseling Services.
- To develop awareness of CAS and of the functional area standards
- To learn and list the standards and guidelines for Counseling Services and of their uses for self-study and assessment of counseling services
- To develop comfort with using learning and development outcomes in counseling practice

Session Title: Helping Student-Athletes Tackle Mental Health

Presenter(s):

Bethany Garr

Converse College

Raphaela Shea Fontana

Prisma Health System

Topic(s):

- Counseling Theory/Practice

Abstract: While college counseling centers around the country see an influx of students seeking services, one population that remains difficult to reach are student-athletes. Although participation in athletics can serve as a protective factor for many students, athletes are certainly not immune to mental health conditions. In fact, some researchers have suggested that athletes may be especially susceptible to certain disorders, including ADHD, eating disorders, and substance abuse disorders. Further, although participation in sports is often beneficial for athletes, student also face unique challenges and risks associated as a result of athletics, including injuries, bullying and hazing, and stigma around mental health concerns. This presentation will focus on the socioecological, physical, and emotional factors contributing to the development of mental health concerns in athletes, as well as ways to improve student-athletes' access to mental health services.

Learning Objectives:

- Participants will be able to identify athlete-specific factors that may contribute to the development of or exacerbate mental health symptoms
- Participants will be able to describe conditions primarily specific to athletes, including overtraining syndrome, post-concussive syndrome, female athlete triad, and athlete response to injuries
- Participants will be able to compare the prevalence and presentation of mental health concerns in athletes with the general college student population
- Participants will be able to identify the barriers and facilitators to seeking mental health treatment among student athletes
- Participants will be able to name strategies that may be employed to improve access to mental health services for student-athletes

Session Title: Utilizing CAMS for the Assessment and Treatment of Suicidal Students in a University Counseling Center

Presenter(s):

Ashlyn Jones

Cairn University

Rachel Previte

Cairn University

Topic(s):

- Counseling Theory/Practice
- Clinical Supervision and Training

Abstract: Accurately and effectively identifying and treating suicidal risk is a primary concern for university counseling center directors, staff and administration. The Collaborative Assessment and Management of Suicidality (CAMS) offers a framework in which to assess and treat suicidal ideation and behavior. The CAMS model first offers a philosophy of care as well as an empirically supported intervention and suicide specific approach. The goal of the session is to introduce the model, the basics of utilizing CAMS and how it is used in assessment and treatment of suicidal clients in a university counseling center.

Learning Objectives:

- Participants will evaluate the CAMS model and its effectiveness within a university counseling center.
- Participants will articulate an understanding of the philosophy of care that CAMS outlines and how it serves suicidal clients.
- Participants will conceptualize two opportunities to integrate the model or the philosophy of care into their counseling centers.

Session Title: Riding the Wellness Wave: Clarifying and Affirming the Role of the Counseling Center on Today's Campuses

Presenter(s):

Teresa Michaelson-Chmelir

Embry-Riddle Aeronautical University

Gary Glass

Oxford College of Emory University

Rebecca Rampe

University of North Carolina - Willmington

Batsirai Bvunzawabaya

University of Pennsylvania

Megan Marks

University of Kentucky

Deidre Weathersby

Univeristy of Illinois

Topic(s):

- Counselor Professional Identity and Practice Issues
- Wellness and Prevention

Abstract: The release of the well-being commitment statements by NASPA and NIRSA in 2018 builds on increased interest in well-being programming across departments within universities, adding to efforts of wellness centers, health promotion departments, and counseling centers. This trend involves all of these units addressing issues of mental health, emphasizing collaboration and integration of efforts. For some university counseling center professionals, this trend adds useful campus partnerships to help in meeting the many campus needs related to well-being. For others, this trend prompts questions about the role, function, and value of the counseling center including our role as clinical providers and outreach providers and health consultants. This program examines the role and function of outreach as an integral component of counseling center that integrates with clinical services, consultation to the campus community, and education on issues impacting student development and wellbeing. In addition, this session will offer participants a way to clarify their role and articulate the unique counseling center contributions toward these collaborative efforts ensuring that student needs are being addressed in a comprehensive and holistic manner.

Learning Objectives:

- Describe the traditional and current roles of college counseling centers.
- Describe current clinical services and outreach and consultation efforts in a historical context of prevention work within college counseling centers
- Identify specific language and strategies that illustrate the unique roles and expertise of counseling center professionals in the promotion of overall student well-being, resilience and thriving.

Session Title: Beyond the Walls: Creating Minority Serving Counseling Centers(MSCC) at Predominately White Institutions (PWI).

Presenter(s):

Damon Pryor

William James College

Topic(s):

- Social and Cultural Foundations
- Research and Program Evaluation

Abstract: The primary aim of this analysis was to explore the experiences of people of color enrolled in college at Minority Serving Institutions (MSI) and at Predominately White Institutions (PWI). This occurred by examining research related to their stressors, disparities, and overall educational outcome. The purpose of was to answer the following questions: (1) What are the barriers to success for students at PWIs and (2) How can college counseling centers aid in overcoming these barriers. Through the use of literary analysis core issues such as Racial/Ethnic prejudice, Financial Barriers, Homogenous Learning Environment/Imposter Syndrome and the feeling of being insignificant were identified. The results of this analysis suggest that there are fundamental changes that can occur in most college counseling centers to improve the outcomes of underrepresented college students. These solutions have been organized into three categories: (1) Staff training and composition, (2) Center policies and procedures, (3) Theoretical Orientation and Services. The implication of these categories are discussed in terms of their relevance to the clinical work of the college counseling centers with underrepresented population.

Learning Objectives:

- Learners will be able to apply tactics to improve their ability to serve people of color and other underrepresented populations.
- Learners will be able to analyze their counseling centers theoretical approach as it related to the servicing of people of color and other underrepresented populations.
- Learners will be able to design effective programming to better aid people of color and other underrepresented populations.
- Learner will be able to create effective multicultural outlooks for their counseling center.

Session Title: Considerations for College Counselors in the #MeToo Era

Presenter(s):

Courtney Walters

North Carolina State University

Samantha Lohorn

North Carolina State University

Topic(s):

- Social and Cultural Foundations
- Wellness and Prevention

Abstract: Sexual assault is a pervasive issue on every college campus. According to RAINN, 11.2% of all college students experience rape or sexual assault through physical force, violence, or incapacitation. The #MeToo movement has drawn attention to the widespread impact of sexual violence, and a number of highly publicized cases (e.g., Harvey Weinstein, Bill Cosby, Brett Kavanaugh) have kept these conversations at the forefront. While reactions to #MeToo range from healing to retraumatizing, it is clear that this movement has had significant impacts on survivors of sexual assault. College counselors need to be aware of these impacts, knowledgeable about trauma and competent to work with clients who identify as survivors, and advocates for survivors and the prevention of sexual violence on their campuses. This presentation will provide an overview of statistics related to campus sexual assault and discuss the impacts of the #MeToo movement on survivors. A trauma-informed approach and six trauma-specific interventions will be discussed, followed by recommendations for trauma-informed practice. It will conclude with an interactive discussion about ideas for advocacy and sexual assault education and prevention.

Learning Objectives:

- Review statistics on campus sexual assault.
- Discuss impact of #MeToo on sexual assault survivors.
- Describe a trauma-informed approach and six trauma-specific interventions.
- Provide recommendations for trauma-informed practice.
- Discuss ideas for advocacy and strategies for prevention and education on college campuses.

Sunday, March 1, 2020 Sessions

Session Title: The Integration of Intersectional Identity within Clinical Supervision

Presenter(s):

Heather Bense

Rowan College of South Jersey

Topic(s):

- Clinical Supervision and Training

Abstract: This workshop will discuss of the importance clinical supervision has on the integration of a clinical social worker's intersectional identity into their work, examine the theoretical foundations to support this integration, and offer strategies that can be infused into current clinical supervision practice to foster this growth.

Learning Objectives:

- Develop an understanding of what intersectional identity is and how it informs and impacts the work of clinical supervision;
- Develop an understanding of the key theoretical foundations that support helpful clinical supervision;
- Gain strategies to increase the integration of intersectional identity for clinical supervisees within their existing clinical supervision practice.

Session Title: Threat assessment and management on college campuses

Presenter(s):

Jamie Hagenbaugh

Thomas Jefferson University

Topic(s):

- Counselor Professional Identity and Practice Issues
- Wellness and Prevention

Abstract: This presentation will focus on helping clinicians to understand threat assessment and how it is used on college campuses. It will review the types of individuals that make threats and differences between affective and predatory violence. Additionally, the presentation will help clinicians develop an awareness of the pathway to violence and potential warning behaviors along the pathway. Finally, the presentation will highlight interview and management strategies that are used in threat assessment.

Learning Objectives:

- Participants will be able to discuss differences between affective and predatory violence.
- Participants will be able to describe the pathway to violence and its application in threat assessment
- Participants will be able to list warning behaviors of individuals who may engage in targeted violence

Session Title: Worried to Death: The Anxiety Epidemic and What to Do About It

Presenter(s):

Emily Holmes

Greensboro College

Topic(s):

- Wellness and Prevention

Abstract: It is a well-known fact that college students are experiencing anxiety at higher levels than ever before, and research has linked increased anxiety to numerous negative outcomes. Furthermore, chronic stress and anxiety can have disastrous consequences on the brain and the body, especially when accompanied by insufficient sleep and inadequate self-care. Many have speculated about the causes of the anxiety epidemic, and too often the focus has been placed on the failure of individuals rather than on the larger cultural contexts, both on and off campus, that have contributed to this complex issue. While it is true that students appear to be more prone to anxiety, it is also true that students are facing greater challenges academically, socially, financially, and professionally than those of previous decades. Additionally, one cannot overlook the significant interplay between stress, anxiety, and the brain when considering the anxiety epidemic and what to do about it. In this session, we will explore the complex issue of anxiety, including prevalence, consequences, physiology, and cultural contributors. We will also discuss strategies for effecting change on campus beyond individual counseling by focusing on campus culture and how we educate, communicate with, and support students.

Learning Objectives:

- Participants will be able to discuss the prevalence of anxiety and associated negative outcomes.
- Participants will be able to explain the neurobiological processes related to anxiety.
- Participants will be able to describe cultural contributors to anxiety, both on and off campus.
- Participants will be able to start creating a plan for change on their campuses based on the recommendations provided.

Session Title: Bloom Where You Are Planted: A Community College Counseling Center

Presenter(s):

Kathryn Robb

College of Lake County

Topic(s):

- Community College Focus

Abstract: Colleges nation-wide continue to increase access to mental health services on campus for students, and community colleges in particular face a unique set of barriers (Eisenberg et al., 2019). This interactive workshop will demonstrate how the College of Lake County (CLC) is responding to extensive, unique mental health needs, from initiating mental health services, to building a Center.

Learning Objectives:

- Develop a richer understanding of the unique Community College mental health needs.
- Recognize barriers and strategies regarding mental health needs in a Community College.
- Identify future needs, and areas for Community College counseling center expansion.

Session Title: Necessity is the Mother of Invention: How creative programming helped us meet our students' increased need for wellness and prevention services.

Presenter(s):

Erin Ryan

St. John's University

Ruth DeRosa

St. John's University

Topic(s):

- Counseling Theory/Practice
- Wellness and Prevention

Abstract: As college counseling centers continue to face an increased demand for their services in a climate of budget cuts, creative measures are needed to meet the needs of our students. Mindfulness meditation has demonstrated benefits to mental and physical health, but engaging students in traditional meditation practices can be challenging. We have had success in engaging our students in brief stress-relieving activities that largely rely on mindfulness through the senses (e.g., Mandala coloring, kinetic sand play, and interaction with therapy dogs). We also train Wellness Peer Educators in mindfulness exercises so they can be ambassadors to our overall message. These programs have been established with relatively low cost and have helped us to stretch the reach of our Wellness Department to more students. Students are able to engage in the stress-relieving activity, learn about resources available to them on campuses, and learn techniques that they can easily continue on their own. This workshop will be experiential, interactive, and didactic.

Learning Objectives:

- Participants will be able to list the potential benefits of a creative stress-relief program for college students.
- Participants will be able to plan cost-effective and creative stress-relief programming for college students.

Session Title: You, me, and school make three: Addressing the needs of graduate student couples using the Sound Relationship House model

Presenter(s):

Anthony Suarez

Valparaiso University

Jessica Del Re

The University of Toledo

Allison Bodine

Valparaiso University

Topic(s):

- Social and Cultural Foundations

Abstract: The pursuit of a graduate degree is a major life event that can take its toll on the individual student. For those students who are in committed relationships, their spouses or partners may also feel the effects of graduate study. This creates a unique set of challenges that graduate students and their partners must learn to navigate. If not addressed, these challenges may threaten marital stability and affect students' academic progress. Counselors and counselor educators should be aware of these challenges and look for ways to provide support for married or partnered students. Gottman (1999) introduced the Sound Marital House (now known as the Sound Relationship House, SRH) model to help couples identify potential issues with their marriages and strategies to improve marital satisfaction. Rockinson-Szpakiw, Spaulding, and Knight (2015) applied techniques from the SRH model with graduate students and their spouses. Through a discussion of research findings, this program looks to expand on this by fully addressing the phenomenon of graduate student couples through the SRH framework and will include recommendations for students, counselors, and counselor educators to enhance relationship stability and promote academic success. A student presenter will also share her experience of being married while in graduate school.

Learning Objectives:

- Describe specific issues facing married or partnered graduate students
- Prepare students to navigate challenges of graduate school while in committed relationships
- Apply Sound Relationship House concepts when working with married or partnered graduate students

Session Title: Treating Eating Disorders and Underlying Perfectionism in High Achievers

Presenter(s):

Andrea Barbian
Liberty University

Topic(s):

- Counseling Theory/Practice
- Social and Cultural Foundations

Abstract: Often in the treatment of eating disorders, an underlying aspect of perfectionism is seen. For individuals suffering with an eating disorder, this element of perfectionism is also often seen in academic settings. While there are benefits of being a high achiever, perfectionism in eating disorders can be detrimental. As clinicians we are challenged with not only assessing and treating the eating disorder and its comorbidities, but also with assessing whether the underlying perfectionism is a maladaptive or adaptive component. Specifically in academic settings, the goal becomes harnessing the individual's desire for high achievement, while quieting their critical and perfectionistic inner voice. The primary goals of this session will be to build upon this understanding and develop more specific tools and treatment strategies focused on the multidimensional constructs that come to play when addressing perfectionism and disordered eating.

Learning Objectives:

- 1. Establish a basic knowledge of eating disorders (symptoms, diagnostic criteria, and etiology) and their comorbidities
- 2. Establish a basic understanding of perfectionism and its ability to be maladaptive or adaptive
- 3. Explore treatment modalities and specific interventions aimed at addressing perfectionism and disordered eating
- 4. Apply presented principles of evidence based treatment and interventions to case vignettes

Session Title: Exploring How Generational and Career Developmental Influences Intersect in College Counseling Centers

Presenter(s):

Jennifer Barch

Clarion University of PA

Briana Steele

Clarion University of PA

Topic(s):

- Clinical Supervision and Training
- Counselor Professional Identity and Practice Issues

Abstract: Who makes the best college counselor “older, younger, more or less experience in the field? As each generation changes and moves through career and personal development stages, college counseling centers may take on a new feel. Some may feel the pressure to "do things like we always have" and some may feel the pressure to "meet students where they're at." We will explore how college counseling centers can efficiently meet the needs of students they serve while tapping into the strengths of its counselors. By examining the intersection of career development stages with generational characteristics, we can find innovative approaches to our counseling practices that targets both service delivery and promotes harmony in the workplace. In this presentation, we will discuss the basics of career development theory, aspects of multiple generations of workers, and how the two influence one another in a college counseling setting.

Learning Objectives:

- 1. Participants will be able to identify the basic stages of Super's Life-Span, Life-Space Theory of Career Development
- 2. Participants will be able to name basic generational characteristics of Baby Boomers, Gen X, Xennials, and Millenials
- 3. Participants will be able to discuss how generations and career stages intersect in the workplace (college counseling center)
- 4. Participants will be able to apply the information learned to improve service delivery and harmony in the workplace

Session Title: Developing a Psychology of Wellness Class to Increase College Student Wellbeing

Presenter(s):

Carrie Caudill
Newberry College

Topic(s):

- Counseling Theory/Practice
- Wellness and Prevention

Abstract: Wellness in college life is foundational for promoting mental health and resilience. Wellness models provide individuals with an understanding of how a multidimensional, strength-based approach to self-examination can contribute to greater functioning overall in life. First this workshop will discuss the PERMA model (Positive emotion, engagement, positive relationships, meaning, accomplishment) for wellness. Best practices for how to integrate this model into a college population will be reviewed. Special attention will be given to inclusion of diverse and first-generation college student populations. Lastly, the presenter will share research findings related to pre and post holistic wellness scores after a wellness education and coursework.

Learning Objectives:

- Evaluate the PERMA wellness model and apply concepts to college students and self.
- Describe method for developing a course to increase college student wellness.
- Analyze and describe how wellness education interventions can consider diverse backgrounds.
- Utilize the research from the pre/post test interventions to evaluate wellness course effectiveness.

Session Title: Self-love and Happiness: Implementing a self-compassion workshop on your campus

Presenter(s):

Toi Geil

University of Wyoming

Eirin Grimes

University of Northern Colorado

Topic(s):

- Wellness and Prevention

Abstract: Self-compassion offers a holistic way to navigate the inevitable ups and downs of life in higher education. A self-compassion practice can help both students and staff alike traverse the many challenges present in an ever-changing collegiate environment. The purpose of this session is to offer counseling center staff ideas for implementing a self-compassion program on their campuses. This session is both didactic and experiential. Participants will first learn the key aspects of mindful self-compassion as developed by Kristin Neff, Ph.D. Participants will also be exposed to the current research related to self-compassion and college students. The presenters will discuss their experience with implementing mindfulness-based self-compassion workshops on their campus and lead the group through some of the activities offered in their workshop.

Learning Objectives:

- Participants will be able to describe the tenets of self-compassion as a psychological construct and practice.
- Participants will be able to describe the current research related to self-compassion, especially its use in collegiate settings.
- Participants will be able to apply the tools and techniques of self-compassion informed practice, including how to implement these groups on campus.

Session Title: Self-Care is Not Enough: Utilizing ACT to Develop a Philosophy of Self-Care

Presenter(s):

Ashlyn Jones

Cairn University

Ashley VanBemmelen

Topic(s):

- Wellness and Prevention

Abstract: This session addresses the need for self-care practices within the framework of values clarification and the development of a philosophy of self-care. Rather than an emphasis on the "how" of self-care this session aims to clearly develop a personal and creative "why" of self-care that would sustain clinicians throughout difficult seasons and to help create enduring self-care practices.

Learning Objectives:

- Participants will identify personal values that support and sustain their career in mental health
- Participants will develop a philosophy of self-care to support their identified values
- Participants will assess their current understanding of self-care, burnout and vicarious trauma and develop one sustainable self-care practice based on their identified values

Session Title: Play is still relevant: Integrating play therapy into a college counseling session

Presenter(s):

Joshua Mangin

Husson University

Rebecca Edelman

University of Wyoming

Topic(s):

- Counseling Theory/Practice

Abstract: In our society, the act of play can be described as childish. Yet, numerous elements of play exist in a college student's life such as video games, party games, and sports. Just spending time with a traditional age college student will expose you to glimmers of playfulness. As counselors, what would happen if we allowed those glimmers to flourish? In essence, play is a form of communication and meaning making and allows an individual to express and process their current realities in a symbolic manner. Play therapy provides the opportunity to convey and integrate narratives and emotions without necessarily using verbal expression. Various research studies have shown numerous therapeutic benefits including stress reduction, improved social relationships, and increased creativity. Therefore, play therapy can be an additional tool for college counselors, especially with populations who would benefit from a non-verbal form of expression. For this breakout session, the presenters will review the key concepts of popular play therapy approaches such as Child-Centered, Jungian, Adlerian, and Gestalt. This will be followed by ways to integrate these approaches in a college setting. Finally, participants will have the opportunity to practice this integration in an experiential manner during the breakout session.

Learning Objectives:

- Participants will learn the basic theoretical components of various play therapy theories (e.g. Child Centered, Jungian, Adlerian, and Gestalt) and how to integrate the counseling theory within a college counseling framework.
- Participants will practice and develop skills in implementing play therapy in a college setting through experiential participation and group work during the breakout session.

Session Title: From the Margins: Resiliency of Women of Color in STEM Programs and Implications for College Counseling

Presenter(s):

Kirstin Sylvester
Mercer University

Topic(s):

- Social and Cultural Foundations

Abstract: Institutions of higher education offer opportunities for professional and personal development. However, higher education can also be accompanied by multiple stressors. The presented study aims to provide a quantitative analysis of the relationship between resilience and experienced microaggressions, and how that relationship influences retention, progression, and degree completion in underrepresented Women of Color in STEM programs. Understanding resilience characteristics allows for the identification of traits and behaviors that can be encouraged. This session is intended to provide implications for career counseling training and practice.

Learning Objectives:

- Recognize beneficial traits and behaviors tied to increased resilience among Women of Color in STEM programs.
- Discuss implications to career counseling training and practice.
- Develop culturally inclusive practices that support and encourage Women of Color in STEM programs

Poster Presentations

Session Title: A Million Reasons To Stay: A Suicide Awareness Program for Residence Halls

Presenter(s):

Amy Broadwater

University of Arkansas

Topic(s):

- Wellness and Prevention
- Community College Focus
- This program is a suicide awareness program for residence halls.

Abstract: A Million Reasons to Stay is a suicide awareness bulletin board program designed to integrate a mental health wellness approach and residence life in a supportive and interactive manner. It culminates in a final project and wrap-up session with students. Participants will be able to identify creative ways to implement this program or create their own passive programs for suicide awareness. This presentation will describe the implementation of this program in residence halls. Residents Assistants are given basic bulletin board kits (an example will be provided) and are asked to put the boards up in their halls. The boards invite students to add their reasons to stay (buffers) and are culturally inclusive. This project promotes visibility and support to students, while correlating with campus wide activities during the month of September. The main objective of the program is to promote connection and identify students at risk. Student's reasons are collected over the entire month, put into a final framed word-art picture, and presented to the residents halls at the wrap-up sessions. The final word-art pictures are a symbol of the students' voices and hope. Photographs of the bulletin boards, wrap-up session flyers, and final project will be provided.

Learning Objectives:

- Participants will be able to identify their target audience for a passive suicide awareness program.
- Participants will be able to identify two creative approaches to reach their target audience.
- Participants will be able to discuss and identify at least two objectives for implementing this program.

Session Title: Exploring the Impact of Animal Assisted Therapy in Students' Emotion RegulationPoster

Presenter(s):

Brianna Kane

University of Florida

Topic(s):

- Counselor Professional Identity and Practice Issues
- Wellness and Prevention

Abstract: Animals are seen throughout history alongside mankind as spiritual entities, companions, protectors, and more recently as active agents in counseling. Animal assisted therapy (AAT) has gained momentum in working with children, as well as individuals with Autism Spectrum Disorder, examining attachments, sense of belonging and stress reduction. Further research is still needed examining the impact of AAT with older populations. This presentation will examine emotion regulation with college populations, the specific stressors that students face that influence regulation, and the potential that AAT has in improving emotion regulation. Through a review of current literature, the presenter suggests that university counselors, counselors who work with college students, and counselor educators can use animals in identifying and increasing awareness of both positive and negative emotions, as well as increasing a sense of identity and belonging, crucial for this population's development. The correlation seen between current research on animal assistance in emotion identification and awareness, as well as stress reducers, indicates that animals can be a viable treatment option for emotion dysregulation.

Learning Objectives:

- Explain the effects that animals have on human physiological reactions.
- Describe the connection between animals and emotion regulation.
- Discuss how animal assisted therapy can benefit counseling clients.

Session Title: "Paws to Practice": Adapting an Animal-Assisted Therapy Reading Program to Decrease Anxiety and Increase Confidence in Conversational Speech for International Students at the Fashion Institute of Technology Campus

Presenter(s):

Jen-Mai Wong

Fashion Institute of Technology

Topic(s):

- Wellness and Prevention

Abstract: As a cohort, international students are underserved on college campuses and less likely to take part in mental health initiatives (Hwang et al, 2014). To this point, a student survey conducted in the Fall of 2018 by the FIT International Student Services office indicated that students experienced both notable anxiety and a lack of comfort in their use of English, which in turn appeared to negatively affect their involvement in campus activities. Given these findings, in the Spring of 2019 the Counseling Center in conjunction with the International Student Services Office, the Language Exchange Program and the Pet Partners organization, developed and piloted a unique campus event "Paws to Practice". During this event, traditional animal-assisted therapy reading programming was adapted for use with international students, with the aim of ameliorating students' anxiety in English language use and improving comfort in their practice of conversational English. Self-report surveys were administered to students participating in the program, to evaluate both changes in anxiety and confidence level within an assigned animal-assisted therapy conversational session. Results from these initial assessments are presented for review and feedback, along with areas for continued research and programmatic advances in this relatively novel arena of student outreach.

Learning Objectives:

- Have an understanding of the research and assessment outcomes of animal-assisted therapy programming at the Fashion Institute of Technology, including areas for continued growth and exploration.
- Have an increased knowledge of opportunities for dynamic collaborations on college campuses to reach typically underrepresented student populations, and help promote overall student success and retention.

Session Title: A Comparison of College Student-Athletes with ADHD and Nonathletes with ADHD: Academic Adjustment, Severity, and Complexity

Presenter(s):

Sonja Lund

University of Scranton

Topic(s):

- Social and Cultural Foundations
- Research and Program Evaluation

Abstract: College student-athletes traditionally experience more stressors than their nonathletic peers due to their dual roles. ADHD causes impairments in executive functioning which can cause additional stress for the college student. The combination of ADHD and student-athlete status may impact academic adjustment, mental health severity, and complexity of college life concerns. Presently, no study has explored how student-athletes with ADHD may compare with nonathletes with ADHD in terms of these elements. The purpose of this study is to address this gap in literature and by analyzing archival data collected from university students across the United States. This study utilized an ex-post facto, survey cross sectional, correlational research design to examine archival data. The data were analyzed using analysis of variance and logistic regression. Results of the study indicated that when compared to student-athlete, nonathletes reported lower levels of academic adjustment, higher levels of severity of mental health concerns, and higher levels of complexity of college life concerns. Implications for college counseling administrators, university and athletic administrators, and students are discussed. Limitations of the study and recommendations for future research are provided.

Learning Objectives:

- By the end of the session participants will be able to define academic adjustment, severity, and complexity and explain how they manifest in the college population.
- By the end of the session, participants will be able to describe differences between student-athletes with ADHD and nonathletes with ADHD based on the current research study.
- By the end of the session participants will be able to list at least two implications the current research study has for college counseling professionals.

Session Title: Misperceptions of Mental Health Stigma: Implications for Minority College Students

Presenter(s):

Alyson Pompeo-Fagnoli
Monmouth University

Topic(s):

- Social and Cultural Foundations
- Research and Program Evaluation

Abstract: Despite being vulnerable to mental health problems, college students are a population that is especially influenced by perceptions of peer mental health stigmatization (Quinn, Wilson, MacIntyre, & Tinklin, 2009), a known barrier to seeking mental health services (Komiya, Good, & Sherrod, 2000; Vogel, Wade, & Haake, 2006). Results of this quantitative study revealed that the amount of peer and campus stigma is overestimated by college students. Participant estimates of peer stigma were considerably greater than their own stigma. This study gained a better understanding of the relationships and predictions between perceived and personal stigmas and help-seeking attitudes/intentions. Furthermore, this study measured the experiences of minority college students in an effort to better understand and support diverse students. For example, minority students were less likely to have used counseling services in the past and held higher levels of social desirability. This poster will also discuss interesting findings between race and personal stigma levels along with implications and multicultural considerations for this population. Considerations for clinical and educational use will be presented. Results from this study and over 10 years of professional experience working in the field, will lend to implications and best practices for college counseling clinical and educational/outreach use.

Learning Objectives:

- Attendees will learn how stigma affects help-seeking.
- Attendees will gain a better understanding of the misperception that exists between perceived and actual stigma levels.
- Attendees will gain a better understanding of how minority college students perceive mental health services
- Attendees will learn best practices and implications for outreach of minority college students to attend campus counseling services
- Attendees will gain ideas about how they can work to reduce stigma and increase help-seeking in their own respective areas.

Session Title: College and Climate Change- What Factors Influence Students' Perceptions and Beliefs on a Changing World?

Presenter(s):

Eleanor McCabe

Topic(s):

- Social and Cultural Foundations
- Other (please explain in "comments" box below)
- Current events affecting college students

Abstract: Given the increased urgency to address climate change within the next 20-30 years, concerns about the future of our planet remain at the forefront of the younger generations' consciousness. In fact, many of the individuals currently attending college are all but guaranteed to experience severe changes in climate change during their lifetime, but do not currently have the power or resources to alter this course of events. While some college students take an "out of sight, out of mind" approach to combatting climate change, others report feelings of helplessness in their ability to make a difference in the outcome. For the latter group, this state of psychological paralysis is leading to increased visits to college counseling centers and existential questions regarding their future decisions (i.e. having children, choosing certain career paths, etc.). This presentation seeks to explore these mounting presenting concerns of college students, as well as to review the current literature regarding college students' perceptions, beliefs, and experiences with climate change. This presentation will also review different interventions and techniques that have proven successful in empowering college students to engage in environmentally responsible behavior within their locus of control.

Learning Objectives:

- Which interventions and techniques have been successful in promoting environmentally responsible behavior in college students?
- What role does identity play in college student's readiness and willingness to combat climate change on the micro-level?

Session Title: Anxiety in Athlete; Not all Worry is the Same

Presenter(s):

Scott Tracy
Kutztown University

katelyn boucher

Nikki Talarico
Kutztown University

Topic(s):

- Counseling Theory/Practice
- Community College Focus

Abstract: Poster will explain the uniqueness that each sport has in it's relation to anxiety. It will cover sport specific anxieties and interventions that can be used.

Learning Objectives:

- Learner will be able to describe how anxiety presents in athletes.
- Learner will be able to discuss how anxiety differs from sport to sport.
- Learner will be able to demonstrate interventions to use with college athletes who present with anxiety.

Session Title: About Life: Developing A College Wide Suicide Prevention Campaign for Community College Students

Presenter(s):

Anita Sheridan-Normann
Austin Community College

Janie Wang
Austin Community College

Topic(s):

- Wellness and Prevention
- Community College Focus

Abstract: The Center for Collegiate Mental Health 2017 Annual Report indicates, "the lifetime prevalence rates of "threat-to-self" characteristics (non-suicidal self-injury, serious suicidal ideation, and suicide attempts) increased for the seventh year in a row" (p. 4). Rural communities, veteran populations, and urban areas with low income rates show the greatest increases in suicidal behavior, and community colleges play a unique role serving these populations. As more state governments legislate increasingly robust suicide prevention efforts on college campuses, Austin Community College, which serves 4 counties with 11 campuses, developed About Life, a college wide campaign to decrease stigma about mental health while offering students opportunities to raise awareness about suicide prevention with other students. In addition, this campaign provided data that advocated to college administration, faculty, and staff of the importance of mental health services on campus and increased suicide prevention conversations with campus stakeholders. This presentation will provide information on how About Life was implemented, outcomes from the initiative, and guidance for colleges interested in replicating the model. This presentation will also address challenges multi-site institutions that serve both urban and rural communities face when establishing college wide suicide prevention initiatives, providing practical information on strategies learned.

Learning Objectives:

- 1. Describe the unique features of community colleges that influence suicide prevention efforts on campus.
- 2. Analyze how About Life Campaign developed a strategy for addressing community college challenges to suicide prevention and implemented a suicide prevention engagement program with students.
- 3. List ways About Life engaged students, faculty, staff, and community members on the topic of suicide prevention to decrease stigma and increase resource seeking.
- 4. Apply the About Life suicide prevention campaign model developed at Austin Community College for community college settings, multi-site institutions, and other higher education campuses.
- 5. Demonstrate how data from student evaluation surveys of the event advocated for mental health resources on community college campuses and increased stakeholders in students' mental health needs.

Session Title: Disordered Eating and Negative Body Image among Sorority Women

Presenter(s):

Hannah Redigan

Eastern Michigan University

Topic(s):

- Wellness and Prevention

Abstract: The lifestyle of a sorority woman often involves several facets that may contribute to the development of negative body image and/or disordered eating. This study examined body image and eating habits among over 100 sorority women and what factors contribute to these eating habits and body image. The components of prevention programs aimed at combating negative body image and eating disorders among sorority women will also be discussed. I presented my literature review on this topic at the 2018 ACCA conference. This presentation, however, incorporates my own research into the issue.

Learning Objectives:

- Attendees will be able to see the different ways in which disordered eating may manifest and what may contribute to these behaviors.
- Attendees will see what contributes to negative body image and what pressures affect sorority women.
- Attendees will explore a disordered eating prevention program that may be implemented on their campuses.

Session Title: Exploring the Experiences of Transgender College Students Living in On-Campus Housing

Presenter(s):

Myranda Warfield
University of Florida

Brianna Kane
University of Florida

Topic(s):

- Social and Cultural Foundations
- Wellness and Prevention

Abstract: The number of transgender identified people is increasing in the United States (Meerwijk & Sevelius, 2017). As a portion of them are entering college, their mental health and emotional wellbeing may be affected when confronting one of their most basic needs, a place to live. Previous researchers have emphasized the importance of providing inclusive and affirmative housing for transgender students on college campuses (Seelman, 2014; Kortegast, 2017). Yet Seelman's (2016) survey found that upwards of 20.8% of transgender students were denied access to their preferred housing on the basis of gender. Due to the nature of gender segregated housing systems on college campuses, these students are face unique barriers to housing accommodations that their cisgender peers do not experience. In this current phenomenological study, we explored the lived experiences of transgender college students living in on-campus housing. Researchers analyze themes and discuss the findings, providing implications for college counselors and college counseling centers.

Learning Objectives:

- Analyze and explain current themes and trends of the experiences of current transgender college students living in on-campus housing.
- Discuss how these themes impact the mental health of transgender college students.
- Discuss how counselors may apply this knowledge in their practice with transgender students in college counseling from a social justice and advocacy perspective.

Session Title: High-Achieving, Low-Income Black Students' Experiences of Earning Admission to Highly Selective Institutions

Presenter(s):

Nancy Chae
College of William & Mary

Topic(s):

- Social and Cultural Foundations
- Research and Program Evaluation

Abstract: The purpose of this poster session is to highlight the resiliency and environmental factors that contribute to college readiness for high-achieving, low-income Black students who attend highly selective colleges and universities. Previous research in the fields of school counseling and secondary and higher education have primarily focused on a deficit-based perspective of students who are low-income and racial minorities. Such disadvantages include lack of access to qualified teachers, limited social capital of families, and academic tracking and gatekeeping policies that hinder students' entry into academic rigor (Bryant, 2015). Therefore, this research study addresses and contributes to the gap in the research regarding protective factors that promote academic success and college readiness for high-achieving, low-income Black students, as well as how college counselors can increase awareness of these gaps as well as practice and advocate for ways to close the excellence gap.

Learning Objectives:

- Participants will learn about the college readiness needs, perspectives, and experiences of high-achieving, low-income African American high school students.
- Participants will become aware of how to support the college readiness needs of high-achieving African American high school students (and other marginalized student groups) from low-income backgrounds.

Session Title: Supervisees' Perspectives Regarding Ruptures in Clinical Supervision

Presenter(s):

Melissa Morrison

William James College

Topic(s):

- Clinical Supervision and Training
- Counselor Professional Identity and Practice Issues

Abstract: The purpose of this study was to examine ruptures that occur within the supervisory relationship and to better inform future supervisees of potential ruptures in order to preserve both the supervisory relationship and the quality of the supervisees' therapeutic relationships with clients. Specifically, this study explored the supervisee's perspective of what contributed to the rupture and what ultimately caused the rupture. This study's sample included ten total participants who were 3rd and 4th year students enrolled in a clinical or counseling psychology doctoral program, who had experienced at least two different supervisory experiences during their doctoral training, and reported that a rupture had occurred in at least one of their supervisory relationships. These participants were interviewed and asked the same prompting question asking them to describe their experience of rupture within a clinical supervisory relationship. All participants discussed the meta-theme of communication with regards to being an issue leading to a rupture within the supervisory relationship. Sub-themes varied participant to participant but included the topics of expectations, professionalism, and feedback as areas that led to ruptures within supervision. These topics are explored in greater detail within the discussion of the study.

Learning Objectives:

- Examine ruptures that occur within the supervisory relationship from the supervisees' perspectives.
- Better inform future supervisees of potential ruptures in order to preserve both the supervisory relationship and the quality of the supervisees' therapeutic relationships with clients
- This study will provide critical information regarding a topic that has not been well studied.
- Allow supervisors to obtain unique insight into supervisees' perspectives regarding supervision experience with a particular focus on ruptures.
- Discuss future research regarding this topic.

Session Title: The use of College Programs to Build Resiliency/Coping Skills as College Students Approach Graduation and Life After College

Presenter(s):

Krystol Alpert

Eastern Michigan University

Topic(s):

- Wellness and Prevention

Abstract: The transition that graduating college students undergo is an aspect of college student development that is often overlooked in settings of higher education. This presentation will explore whether there are common senior year challenges that college students face in anticipating graduation. In addition, past studies on issues that individuals encountered in the years immediately following graduation as well as factors that may have aided them in their transition into work will be included. Preventative efforts, including suggestions for psychoeducational programming, are discussed as a way to help college students cope with distressing feelings leading up to graduation as well as foster resilience and adaptability in students so that they are enabled to endure challenges that come with graduating.

Learning Objectives:

- Participants will be able to list common difficulties that college students face leading up to and during their post-graduation transition.
- Participants will be able to use the information presented to help alleviate common issues that college students face as they approach graduation, therefore promoting wellbeing leading up to and beyond graduation.
- Participants will be able to apply suggestions for building resilience and coping skills in preparing college students for post-educational challenges.

Session Title: Communication, Collaboration & Community: A Move towards Holistic College Counseling

Presenter(s):

Tanupreet Suri

University of New Mexico

Topic(s):

- Administrative
- Wellness and Prevention

Abstract: The University Of New Mexico (UNM) serves a large population of students of color who the majority are low income and often are first-generation students. While UNM serves large populations of students of color academically, the student population continues to request more resources in areas of coping, stress reduction, and increased self-efficacy (Bandura, 1997; Chemers, Hu, & Garcia, 2001). The purpose of this study was to better address the needs of students of color on campus and potential lapses in mental health services provided to them. This study conducted a 90-minute qualitative focus group with three cultural center directors (African American, Native American, and Chicano American). Current academic trends show some universities losing as much as 20% of their overall enrollment (Conley, 2019) which ultimately hurts campus funding. The focus group produced themes of community collaboration, the importance of clear communication between departments and on-campus counseling centers, and the move away from formal counseling groups/individual counseling sessions to the inclusion of informal counseling strategies that bring information directly to the student.

Learning Objectives:

- Participants will understand how cultural centers play a key role in the long-term success of students of color on campus and their belongingness.
- Participants will learn how counseling focus groups can inform research studies long term objectives and create realistic outcomes.

Session Title: The Influence of Family Functioning on Social Competence, Social Support, and Mental Health among College Students

Presenter(s):

Sean Newhart

Johns Hopkins University

Topic(s):

- Social and Cultural Foundations
- Research and Program Evaluation

Abstract: There is a multitude of factors that influence college students' mental health. Among such factors, there is limited research on the influence of family functioning, social competence, and social support, respectively, on the mental health of college students. This quantitative research study examined the relationships among the identified variables with a large, random sample of undergraduate students utilizing structural equation modeling. Results indicate that although there were relationships between the study variables, the a priori theoretical model established by the researcher did not fit the data well. Furthermore, less restrictive analyses indicated social competence as the strongest predictor of mental health among participants. Implications for mental health practitioners and researchers are explored in light of the researcher's findings.

Learning Objectives:

- Attendees will be able to compare the influence of family functioning, social competence, and social support on the mental well-being and mental health symptoms of college students.
- Attendees will have the opportunity to assess the extant research on how family systems can impact college students' experience and specifically, their mental health (e.g., well-being and symptomatology), and apply this knowledge to the practice of colleg
- Attendees will have the opportunity to critique the research design, methods, and analyses in light of the research findings.
- Attendees will have the opportunity to describe the findings of the study and their implications for future research and practice in the field of college counseling.

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