

Session Title: Panel presentation: Beyond process or psychoeducation: Experiential groups on campus

Instructional Level: Intermediate

Topic(s):

- Outreach and Prevention
- Counseling Techniques

Presenter Identified NBCC Content Area: Group Dynamics and Counseling

Presenters:

Oren Shefet - State University of New York - The College at Old Westbury

Charla Suggs - University of North Carolina at Pembroke

Abstract: Experiential groups offer innovative ways to extend the services of the counseling center to students who may be unwilling to join psychoeducational or process groups, or even therapy at all. Such groups may simultaneously deliver clinically-significant interventions, encourage social encounters and serve as outreach for the counseling services. Two such groups will be presented.

The Dream Interpretation Workshop is an ongoing, task-oriented open group dedicated to the experiential teaching of dream work. It incorporates elements from the Dream Appreciation technique developed by Montague Ullman and postmodern psychology. Presenter will provide the audience with the process of the group, as well as his own experiences leading it. By the end of the presentation audience will have the skills necessary to implement such a group on their own campuses.

Heartsease is a therapeutic yoga group designed to facilitate understanding of the mind-body connection. Yoga can be enjoyed by people of any fitness level and faith as it is neither an exercise regimen nor a religion. Yoga promotes listening to and befriending the body in a way that fosters our natural capacity to release stress, attend to the present, and heal. Some sessions may focus exclusively on meditation and mindfulness techniques.

Learning Objectives:

- Participants will be able to delineate the process of a dream-interpretation group
- Participants will evaluate the relevance and clinical applications of yoga as a group modality
- Participants will identify training and/or collaboration opportunities to make the groups discussed in the presentation accessible to their students.

Session Title: Forming Connection through Courageous Conversations

Instructional Level: Intermediate

Topic(s):

- Diversity/Inclusivity
- Supervision/Clinical Training

Presenter Identified NBCC Content Area: Counseling Professional Identity and Practice Issues

Presenters:

Amy Cavanaugh - University of North Carolina Wilmington

Leia Charnin - University of North Carolina Wilmington

Abstract: Literature supports that highly competent supervisors are open to conflict and interpersonal processing, which includes willingness to be vulnerable about shortcomings, mistakes, and developmental growth (Bernard & Goodyear, 2014; Brown, 2012). Courageous conversations about such reflections are associated with stronger supervision alliances and opportunities for supervisors to model such vulnerability (e.g., Nelson, Barnes, Evans & Triggiano, 2008; Shafranske & Falender, 2017). In this breakout session, we will discuss ways to use vulnerability to foster courageous conversations, such as consulting about developmental and sociocultural factors, processing conflicts, changing supervision dynamics and engaging in the use of self in clinical work (Watkins, 2014). Within difficult conversations, we will also discuss ways to accentuate supervisee strengths. Facilitators will provide information regarding core aspects of cultural competent supervision, and present case examples demonstrating vulnerability through primary, secondary, and group supervision. Participants will be encouraged to use a movement values exercise and worksheet to reflect on their current understanding of courage and connection. Additionally, participants will actively engage in discussion, reflect on their own experiences of vulnerability, and brainstorm ways to apply skills to facilitate courageous conversations in supervision.

Learning Objectives:

- Attendees will identify skills to help supervisees apply the experience of vulnerability to their clinical work.
- Attendees will self-reflect on their knowledge about implementation of culturally competent clinical supervision and identify areas of growth.
- Attendees will create a plan to apply strategies to contextualize barriers to difficult conversations, process conflicts, and build self-efficacy to be vulnerable in their supervisees.

Session Title: Supervision after Major Unusual Incidents at College Campuses

Instructional Level: Intermediate

Topic(s):

- Administration/Leadership
- Supervision/Clinical Training

Presenter Identified NBCC Content Area: Counseling Professional Identity and Practice Issues

Presenters:

Emily Ribnik - Kent State University at Stark

Abstract: Major unusual incidents can come in many forms: the death of a client, having a client that is well-known in the surrounding community, your client ending up in the news, or a client assaulting a clinician. Each of these types of incidents has an impact on a supervisee, which in turn impacts supervision and that counselor's development. This presentation will help supervisors better prepare their supervisees for major unusual incidents, how to supervise through one of incidents, and how to navigate the possible multiple roles a supervisor may have when a major unusual incident occurs. Specific attention will be paid to the needs of graduate student supervisees and unique aspects of major unusual incidents on college campuses.

Learning Objectives:

- Attendees will be able to list a variety of possible major unusual incidents and the impact of these incidents on their supervisee, the supervisory relationship, and their role(s) as supervisor.
- Attendees will be able to list the unique components of major unusual incidents that occur at a college campus.
- Attendees will reflect and analyze their current approach to supervision regarding major unusual incidents and identify possible areas of improvement.
- Attendees will compile suggestions and recommendations for improving their supervision regarding major unusual incidents.

Session Title: Beyond the Counseling Session

Instructional Level: Foundation

Topic(s):

- Outreach and Prevention

Presenter Identified NBCC Content Area: Wellness and Prevention

Presenters:

Tracy Hill - Moravian College

Abstract: Within the last decade, counseling centers across the country have seen an uptick in the number of students requesting individual counseling as well as those in need of crisis interventions. The higher demand for counseling is placing a strain on counseling center resources and traditional methods of providing counseling. We believe that we can do more than individual counseling by providing response to interventions at the tier one level - all persons on campus. Through this proactive rather than reactive approach we are able to provide education, prevention and communication to a broader audience. Moreover, our students are able to be an active member in our outreach and programming, giving them a voice on campus. This tier one approach to counseling in higher education has been well received on our campus and in the broader community. We will discuss more than a dozen programs and activities that we have implemented in this tier one, proactive approach to outreach and prevention.

Learning Objectives:

- 1. Design new ways to perform outreach and programming on campus.
- 2. Design new outreach and programming in the broader community.
- 3. Prepare and create annual reports for your own counseling centers.
- Assess the viability of programs that may or may not work in your setting.

Session Title: Integrating Cultural Humility into College Counseling with Men of Color: Recommendations for Culturally Responsive Treatment Engagement Interventions

Instructional Level: Advanced

Topic(s):

- Outreach and Prevention
- Diversity/Inclusivity

Presenter Identified NBCC Content Area: Social and Cultural Foundations

Presenters:

Mark Scholl - Wake Forest University

David Johnson - Wake Forest University

Felix Morton - Wake Forest University

Abstract: In their concept analysis, based on a comprehensive review of the literature, Foronda et al., (2016) defined cultural humility as a relational quality requiring reciprocal openness to differences on the part of both the counselor and the client. In addition, this quality entails approaching others as equals, a humble attitude on the part of the counselor, and a supportive interaction between counselor and client. Underutilization of college counseling services by young adult men of color is due to barriers related to cultural humility in two important ways. First, the cultural perceptions of young adult men of color potentially pose barriers to the utilization of services. For example, young men may believe they need to "tough it out" (Lindsey, et al., 2006) or that counseling is for the weak (Sue & Sue, 2012). Second, potential referral sources and counselors may view young adult men as less vulnerable than they are in reality (Lindsey & Watson, 2016). The presenters provide their recommendations for integrating cultural humility into evidence-based culturally responsive treatment engagement interventions (Kim, Munson, & McKay, 2012; Lindsey et al., 2013). The presenters use Drum and Lawler's (1988) tripartite model of intervention (i.e., preventative, intermediate, intensive) to frame their recommendations.

Learning Objectives:

- Participants will be able to differentiate between cultural humility and cultural competence.
- Participants will be able to identify cultural barriers that potentially pose barriers to utilization of counseling services by young adult men of color.
- Participants will be able to describe evidence-based culturally responsive treatment engagement interventions.
- Participants will be able to integrate cultural humility into culturally responsive treatment engagement interventions.

Session Title: Adulting 101: Mastering the Art of Becoming an Adult Through Creative Academic Coaching

Instructional Level: Foundation

Topic(s):

- Supervision/Clinical Training

Presenter Identified NBCC Content Area: Counseling Theory/Practice and the Counseling Relationship

Presenters:

Timothy Hunt - University of North Carolina at Pembroke

Samantha Simon Lohorn - North Carolina State University

Norma Pena - University of North Carolina at Pembroke

Jose Gonzalez - University of North Carolina at Pembroke

Abstract: This session will introduce academic coaching, specifically for students who are on academic probation, and where it fits into the counseling profession. The Striving Toward Academic Recovery (STAR) program allows master's level counselors-in-training to develop and enhance their core counseling skills and techniques, whilst incorporating creative measures using components of transactional analysis, expressive arts therapy, motivational interviewing, and cognitive behavioral therapy to groups and individuals. Overall, the program introduces a multidisciplinary approach to improving retention rates, improving clinical skill, providing internship opportunities, fostering multicultural growth, and enhancing the overall wellness for college students. Participants will get the chance to experience mock academic coaching sessions, hear from interns at the site how academic coaching has impacted them and their clients, and get hands-on experience with some of the creative materials used in the center's work. This program will include lecture, discussion, and experiential learning. Participants will learn how vital this program is, how it plays a role in retention, how it shapes future counselors, and how it de-stigmatizes traditional counseling for the students involved.

Learning Objectives:

- Utilize and apply creative tools from demonstrations in the counseling room.
- Discuss how an academic college coaching center is ran, the functions, and how to replicate.
- Discuss the need of college coaching centers on campuses.

Session Title: Beyond the Therapy Chair: Creative Connections for Community College Students

Instructional Level: Intermediate

Topic(s):

- Outreach and Prevention

Presenter Identified NBCC Content Area: Wellness and Prevention

Presenters:

Katy Troester-Trate - Jefferson Community College

Abstract: In 2016, Jefferson Community College (JCC) was the first of three colleges nationwide to pilot the Community School model for higher education service delivery. The Community School model is a promising practice already used in K-12 schools and is characterized by strong partnerships that connect students to community services. By focusing on the whole student, the community school model addresses the conditions of poverty and the barriers students face to successfully stay in school and earn a degree. Applying this model to the community college setting has been challenging, but finding new ways to cooperate with the community is necessary as colleges face budget constraints and students with significant unmet financial and health needs. The goal of the community school is to increase student retention and graduation rates by addressing the non-academic barriers to success. This session will address the challenges of coordinating with community partners, centralizing campus services, recording student use of services, developing evaluation tools, and creating campus buy-in. The outcomes of the community schools model at a community college institution in Upstate New York will be presented and implications for practice will be discussed.

Learning Objectives:

- Participants will be able to identify and report on the unmet health needs of community college students (i.e. mental health services, physical health services, transportation needs, childcare deficits, etc.)
- Participants will be able to identify the services and/or resources that are included in the community schools model (i.e. health services, dental, counseling, etc.)
- Participants will be asked to identify and report services within their specific community that may be contacted for collaboration after attending this workshop
- Participants will be able to identify the barriers experienced by community college students and to identify how these barriers can be mitigated at their home institutions
- Participants will be able to identify the relationship between use of community schools services and retention and persistence of community college students

Session Title: OUTREACH without OUTSTRETCHING: Effective programming strategies for various institution types and budgets

Instructional Level: Intermediate

Topic(s):

- Outreach and Prevention

Presenter Identified NBCC Content Area: Wellness and Prevention

Presenters:

Katherine Bender - Bridgewater State University

Abstract: Theoretically, we have know we have reached the students who regularly show up for appointments and groups in our counseling centers; but how do we reach students who are unlikely to show up at our counseling centers? Effective mental health programming across campus continues to challenge us yet, we know that based on the The International Association of Counseling Services (IACS) standards' we are obligated to engage our campus communities in outreach activities on personal development. This session will describe different successful mental health programming efforts held at various institution types (community colleges, residential colleges, and graduate professional schools) with limited budgets. Tips and tricks for strategic marketing, cross campus collaboration, and creative engagement with the college community will be shared.

Learning Objectives:

- Based on the programming examples given, design a creative, cross campus, low cost program to duplicate at attendee's home institutions.
- Compile marketing tactics for advertising mental health programming that both attracts students to attend and destigmatizes mental health topics.