

Session Title: College Counseling from a Distance, Should We or Shouldn't We? A HEMHA Guide

Instructional Level: Intermediate

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

Presenters:

MONICA OSBURN - NC State

Kathryn Alessandria - West Chester University

Abstract: Higher Education Mental Health Alliance (HEMHA) representatives will review recent HEMHA resources and present the guide in progress on distance counseling. The decision to treat students who are home for the summer, studying abroad, studying at a satellite campus, or involved in online learning is complex. This session will frame important questions and ethical dilemmas schools may face around distance counseling.

Learning Objectives:

- gain awareness of what the Higher Education Mental Health Alliance is and how to access the free resources it provides;
- be able to define distance counseling, its many variations, and the circumstances under which it might be implemented with college students;
- be able to identify logistical and ethical dilemmas in providing distance counseling in higher education settings;
- understand the ethical and legal implications of practicing across state and international boundaries;

Session Title: Caseload management at High Volume Counseling Centers.

Instructional Level: Foundation

Topic(s):

- Administration/Leadership
- Supervision/Clinical Training

Presenter Identified NBCC Content Area: Research and Program Evaluation (this includes research methods, statistical analysis, etc. and may be the content area for the above session)

Presenters:

Dan Elreda - Virginia Commonwealth University

Abstract: The purpose of this presentation is to introduce the audience to important factors that shape a clinician's caseload based on the available literature. These factors include institutional demands, clinician beliefs, and client characteristics. The presentation will then explore how to use counseling center data (data in this presentation is from one large, urban, public university) about the in-flow of clients to construct expectations regarding how many clients staff and trainees are expect to place on their caseload per week. The presentation concludes with how to plan and reassess your caseload for an academic year again based on data. It should be that VCU's counseling center employs at pseudo-incorporation model (no wait-list) with regards to handling client in-flow.

Learning Objectives:

- The learner will be able to design a caseload based on the information provided.
- The learner will be able to plan and reassess their caseload throughout the academic year.

Session Title: Upstream Suicide Prevention Programming

Instructional Level: Foundation

Topic(s):

- Outreach and Prevention
- Administration/Leadership

Presenter Identified NBCC Content Area: Wellness and Prevention

Presenters:

Andrea Mills - Lipscomb University

Abstract: Suicide prevention is being recognized as a growing need on college campuses. In 2015 Lipscomb University was awarded the GLS Campus Suicide Prevention grant by SAMHSA. Since that time the university has worked to build a strong foundation of community partners and upstream programming. Many different departments have joined together to make this effort possible. Over the past two years we have had the privilege to learn what works and what does not for our university. In this class we will share the model that we have used to make suicide prevention a campus wide effort, with support and buy in from students, faculty, administration, and outside organizations. Gatekeeper trainings, counselor education, and a wellness orientation will all be discussed.

Learning Objectives:

- Analyze methods for inter departmental and community partnerships
- Discuss application of suicide prevention efforts on campus
- Demonstrate a knowledge of how gatekeeper trainings can prepare all students

Session Title: Sweet T & Advocacy: Creating Sustainable Trans-Inclusive Services in Traditionally Conservative Areas

Instructional Level: Intermediate

Topic(s):

- Outreach and Prevention
- Diversity/Inclusivity

Presenter Identified NBCC Content Area: Social and Cultural Foundations

Presenters:

Kelli Lasseter - UAB: University of Alabama at Birmingham

Natalie Beck - UAB: The University of Alabama at Birmingham

Abstract: This program will provide professional development, resource-sharing, and networking for individuals in professional roles that support transgender students on college and university campuses in the Southern United States. This program will address some of the specific challenges, unique possibilities, and demonstrated successes of advancing trans advocacy and support in a geographic environment that has historically been characterized by barriers for the LGBT population. This program will bring depth to the cross-collaboration strategies that have been effectively utilized by The University of Alabama at Birmingham (UAB) to create policy and procedure related to sustainable trans inclusive health care, including: the development of a Gender Transition Interdisciplinary Team, the formation and maturation of a student-driven support group, and the mapping of community assets that are necessary for success with this work in the South. UAB is one of two healthcare facilities in the state of Alabama to earn this distinction of a "2017 Leader in LGBTQ Healthcare Equality" from The Human Rights Campaign Foundation. This session will offer participants the opportunity to assess their own campuses and develop strategies for achieving goals they identify related to trans inclusive health care and support.

Learning Objectives:

- As a result of attending this program, learners/attendees will be able to identify at least 3 unique cross-collaboration strategies that have demonstrated success in creating policy, procedure, and resources related to sustainable trans student health care
- As a result of attending this program, learners/attendees will be able to identify the 4 criteria that the Human Rights Campaign Foundation uses to evaluate health care facilities for the distinction of a "Leader in LGBTQ Healthcare Equality"; learners/at
- As a result of attending this program, learners/attendees will be able to describe and explain the respective functions and structure of three unique resources related to trans student inclusive health care and support: the development of an on-campus sex

Session Title: You're So Poised and Well-Spoken: Unpacking Microaggressions and Other –isms Towards Female Professionals of Color at Predominantly White Institutions

Instructional Level: Intermediate

Topic(s):

- Diversity/Inclusivity

Presenter Identified NBCC Content Area: Social and Cultural Foundations

Presenters:

Nicole Madonna - Johnson & Wales Charlotte Counseling Services

Neudy Nunez - University of South Florida

Denise Simpson - Johnson & Wales Charlotte

Carol Taylor-Shim - University of Kentucky

Abstract: Women of color must navigate every single aspect of the higher education landscape through a lens of unconscious and conscious bias. In this session, the presenters will share their experiences with working at the intersections of race, gender, ethnicity and a host of other minoritized identities. In addition, allies across identities will gain insight into their allyship role in leveling the field for us all. It is important to recognize higher education has developed tremendous pathways for marginalized and minority populations. However, particularly in our local, regional, and national climates, it is especially important to realize we still have a long way to go in creating inclusive and socially just campus environments, not only for our students, but also for ourselves. We must continue to revisit and redevelop the tools addressing unconscious and conscious bias as we remain in this work as educators and student affairs professionals, as well as continue to build solidarity and allyship amongst our colleagues. This session will help us to re-validate the importance of our work and build community as we move forward.

Learning Objectives:

- Describe theoretical and contextual frameworks behind microaggressions and the impact on female professionals (i.e., faculty and administrators) of color in higher education
- Use storytelling as a means to share lived experiences and call attention to the impact of microaggressions on female professionals (i.e., faculty and administrators) of color in higher education
- Explain what it means to be an effective ally through role modeling, inclusive language, and assertive actions
- Identify the characteristics of "holding space" and distinguish between holding space for students, holding space for professionals, and commanding space for oneself

Session Title: Counseling Asian American College Students

Instructional Level: Intermediate

Topic(s):

- Diversity/Inclusivity

Presenter Identified NBCC Content Area: Social and Cultural Foundations

Presenters:

Andrew Lee - Monmouth University

Abstract: This workshop will outline some of the issues that are present when working with Asian American, especially 1st or 2nd generation, college students. A basic understanding of Asian Cultural Values that inform the worldviews of many Asian-born parents will be discussed, in contrast to the more mainstream American-values that have built the "world-view" of the 1st and 2nd generation Asian American college students. Finally, ways to navigate these, often conflicting, worlds in therapy will be discussed.

Learning Objectives:

- Describe Asian Cultural Values that may impact an Asian American college student's relationship with their parents.
- Discuss common conflict points that can occur in Asian American families.
- Explain factors that can contribute to the underutilization of mental health services by Asian American students.

Session Title: Expressive arts techniques for wellness among college students

Instructional Level: Intermediate

Topic(s):

- Counseling Techniques

Presenter Identified NBCC Content Area: Wellness and Prevention

Presenters:

Areliz Quiñones - University of Puerto Rico

Abstract: Wellness is an emerging necessity among college students. Nowadays, students who are dealing with academic, personal and work related stress, have little time to engage in self-care activities. Also, research have shown that college students have more mental health problems that affect their lives (ACHA, 2014). Since we live in a world that is in constant change, and college students are part of it, mental health professionals are required to offer effective, evidenced-based and timely counseling strategies to deal with all that craziness they confront. As stated by Arrien (2013) "individuals support change and states of health through dreams, images, play, relationships, and acts of creative work". Also, Marich (2015) indicated that "mindfulness-based interventions appear to represent cost-effective, acceptable, and non-invasive means for treating a broad spectrum of psychological and somatic illnesses". Expressive arts techniques, that includes mindfulness-based interventions such as breathing, singing, dancing and visualization can be incorporate both in individual and group activities, giving the students the opportunity to manage stress in a more creative way. This session (half theory and half practice) will provide the participants information about the origins of expressive arts therapy and also the opportunity to apply (through various exercises) some of the learned techniques.

Learning Objectives:

- Participants will learn about the origins of the expressive arts therapy.
- Participants will practice some of the expressive arts techniques, including storytelling (journalism), singing (sounds), dancing (movement) and silence.
- Participants will develop ideas on how to use expressive arts techniques into counseling.

Session Title: The Application of Mindfulness Practices for College Students - Part I

Instructional Level: Foundation

Topic(s):

- Outreach and Prevention
- Counseling Techniques

Presenter Identified NBCC Content Area: Wellness and Prevention

Presenters:

Alan Forrest - Radford University

Patricia Shoemaker - Radford University

Angela Cardenas - Radford University

Abstract: Mindfulness practice is an experiential mode of learning and self-inquiry. It is the intentional attending to what is happening in the present moment without judgment or reactivity. Studies have shown that mindfulness can foster greater empathy and communication skills, improve focus and attention, reduce stress, promote emotional balance and a deeper sense of compassion, and enhance creativity and general well being. The purpose of this pre-conference session is to introduce and provide participants with a fundamental understanding of mindfulness through the exploration of neuroscience, theory, practice and science of mindfulness, self-awareness, self-regulation, and understanding. This session will be highly experiential and structured in a "retreat" format and is designed for both new and experienced meditation practitioners to provide an oasis of calm and serenity in our busy modern lives. Participants will be guided through a series of sitting and walking meditation practices that will give them the tools and momentum to work effectively with college students and learn how to incorporate mindfulness into the college student's experience.

Learning Objectives:

- After attending and experiencing the Pre-conference session, participants will be able to understand and describe five specific mindfulness strategies of the mind and body in their work with college students.
- Participants will be able to demonstrate effective mindfulness practices with college students in their specific work setting within 1-4 weeks after completing the session.
- Participants will be able to cultivate greater awareness, presence, compassion, and vitality of self in working with college students.