

Session Title: Sexual Assault Awareness: It's On Us To Create An Environment Where Everyone Feels Safe

Instructional Level: Intermediate

Topic(s):

- Outreach and Prevention

Presenter Identified NBCC Content Area: Wellness and Prevention

Presenters:

Souzan Naser (LCSW, Doctoral Candidate -EdD) - Moraine Valley Community College

Sharon Brennan - Moraine Valley Community College

Abstract: Sexual violence occurs on college campuses across the country. How safe are your students? This session will focus on how the Counseling and Career Development Center, at Moraine Valley Community College, (the second largest community college in Illinois), has creatively and courageously engaged their campus community. Through dynamic and unique programming conversations have been advanced around this topic and faculty have brought these discussions into their classroom and across the curricula. The presenters will provide details on strategies that have resulted in successful partnerships that have significantly grown sexual assault programming and awareness. Examples will include how to get "buy-in" from faculty through using One Book, One College text, We Believe You: Survivors of Sexual Assault Speak Out by Annie E. Clark and Andrea L. Pino; how to identify and secure collaboration from cross campus departments (i.e. marketing, public relations, academic deans, and the executive leadership team) resulting in the creation of an "It's On Us Campaign". Learn about other activities that were developed covering important topics such as: victim rights and advocacy; bystander intervention; sexual health and building healthy relationships; LGBTQI experience with sexual assault; and Title IX.

Learning Objectives:

- Participants will identify critical campus wide stake holders that are vital to implementing a campus wide strategic plan for addressing a sexual assault awareness outreach and prevention program.
- Participants will identify the challenges experienced at Moraine Valley, and learn successful collaboration strategies that could increase 'buy-in'.
- Participants will learn about various outreach activities and events sponsored by Moraine Valley's Counseling faculty in collaboration with the college's library faculty that will support awareness and increase prevention at their own campus.
- Participants will acquire knowledge and skills that will assist individuals in developing workshops on their campus.
- Participants will understand the importance of building in training for faculty and campus wide staff in anticipation of an increase of sexual assault disclosures resulting in the need of faculty to know the resources on campus and how to appropriately re

Session Title: Creatively addressing demand for services through development of a training program

Instructional Level: Intermediate

Topic(s):

- Administration/Leadership
- Supervision/Clinical Training

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

Presenters:

Christine Love Sterk - Wake Forest University

Abstract: This session will briefly present statistics related to increased demand for services and severity of student concerns experienced by counseling centers today as rationale for developing a training program for graduate students in mental health fields. The majority of the presentation will focus on tips for developing a training program for counseling, psychology, and social work trainees, description of the integrative developmental model for use in a multi-level training program, and introduction to competency-based supervision to enhance the supervision experience for your trainees, with the goal of them being at an advanced level compared to their peers by the end of the training year. The facilitator will help participants consider various aspects of developing a training program in their center, including use of group supervision in addition to individual supervision, videotaping sessions for quality supervision, how to assign clients to trainees, and the evaluation process.

Learning Objectives:

- Attendees will be able to describe the rationale for developing a training program at their counseling center.
- Attendees will know the principles of the integrative developmental model of supervision and be able to apply it to development of a training program at their center.
- Attendees will understand the premise of competency-based supervision and be able to apply the framework in their work with trainees.
- Attendees will learn various options for structuring their training program and understand what structure will work best for their center.

Session Title: Food for Thought: Creative Use of the Power of Metaphors in Counseling

Instructional Level: Intermediate

Topic(s):

- Counseling Techniques

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

Presenters:

Michele Manassah - Lewis University

Abstract: We all communicate and think in metaphors every day. They can't be avoided; they are a part of our language, both verbal and visual. Metaphors are models of self-concept, self-identity, and relationships with/to others. Metaphors are also models of reality and can communicate how we understand and explain the world. Metaphors can be used as guides through our realities, including offering instructions on problem-solving. Because metaphors hold such power, they can be a creative and powerful tool in counseling. In counseling, metaphors can help to empathically connect with clients and to demonstrate an understanding of client's situation. Metaphors can be useful with clients who have experienced severe trauma and can even be used to describe/define problems and even to define the theme of therapy. Metaphors can be the beginning of a creative problem-solving process and can be used to tell stories, explore possibilities and suggest alternatives to problems. This session will explore the power of metaphors, the application of metaphors to the counseling process, a protocol for the use of metaphors in counseling and provide an opportunity to share how we use metaphors in our practice.

Learning Objectives:

- Understand and describe how metaphors are structured and construed
- Understand the qualities that make metaphors so powerful
- Identify ways in which metaphors can be used in counseling
- Understand and be able to apply seven step interview protocol for working with metaphors in counseling
- Discuss the use of metaphors in their own practice

Session Title: The Steve Fund and JED Foundation's Equity in Mental Health Framework: Addressing Student of Color Wellbeing

Instructional Level: Intermediate

Topic(s):

- Outreach and Prevention
- Diversity/Inclusivity

Presenter Identified NBCC Content Area: Wellness and Prevention

Presenters:

David Rivera - Queens College, City University of New York

Alfiee Breland-Noble - The Steve Fund, Georgetown University

Abstract: While epidemiologic data show few differences in the rates of mental illness across racial groups, data also show that students of color are less likely to report being diagnosed with a mental illness and are less likely to receive treatment. Given the existing rates of mental health compromises among students of color, the need for culturally competent mental health providers is needed. The Equity in Mental Health Framework (EMHF) has been developed by the Steve Fund in collaboration with the JED Foundation and with support from the McLean College Mental Health Program. It is based on a systematic literature review, a survey of existing evidence-based programs, expert input from mental health and higher education leaders, and a survey of more than 1,000 students. This new model aims to support college leaders, mental health professionals, student services leaders and the entire college community with guidance on the actions they can take to best support the wellbeing of college students of color. Presenters will describe the methodology and process used to formulate the EMHF, along with the framework's ten recommendations and ten accompanying implementation strategies that provide guidance on the application of recommendations in real world settings.

Learning Objectives:

- Participants will identify the salient issues that compromise mental wellbeing for students of color.
- Participants will articulate the need to develop culturally appropriate policies and strategies for addressing the mental health of students of color.
- Participants will know how to apply the Equity in Mental Health Framework recommendations and strategies into their own campus environments.

Session Title: Clinical supervision: Power, privilege, and intersectionality and its impact on building a working alliance

Instructional Level: Intermediate

Topic(s):

- Diversity/Inclusivity
- Supervision/Clinical Training

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

Presenters:

Richard Tyler-Walker - NC State University

Abstract: This presentation will focus on addressing diversity issues related to identity issues in supervision, particularly as they relate to power, privilege, intersectionality, and expectations of supervisory experiences. Research suggests that discussion of similarities and differences in the initial stages of supervision leads to increased overall satisfaction for supervisees. However, research also shows that these discussions do not occur frequently and are often introduced by the supervisee, not the supervisor. This presentation will expand on how supervisors can bring difference into the room for the supervisor and/or supervisee. Presenters will discuss intersecting identities, human development, and supervisory development, and how these various dynamics manifest in supervision. The presentation will demonstrate how supervisors can navigate initial conversations around difference and identity so that a positive working alliance can form. Presenters will provide space for participants to share their own experiences or explore questions around intersecting identities.

Learning Objectives:

- Participants will identify usable strategies to identify power, privilege, and intersectionality in developing a working alliance in clinical supervision, as it applies to supervisors, supervisees, and their clients.
- Participants will apply current literature and research on the interplay of multicultural competence and the working alliance in clinical supervision.

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

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.

Session Title: Using telehealth to provide students access to University counseling services

Instructional Level: Foundation

Topic(s):

- Counseling Techniques

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

Presenters:

James Hagenbaugh - Thomas Jefferson University

Abstract: The majority of college counseling center do not utilize telehealth to provide counseling to students despite evidence that telehealth improves access to care and is associated with high patient satisfaction. This presentation will discuss how telehealth is currently used in a University counseling center for therapy and medication management. Additionally, the presenter will review the effectiveness of telehealth, clinician and client's perceived impact on the therapeutic alliance, and applicable state laws and ethics.

Learning Objectives:

- To inform participants about the use of telehealth at a University counseling center
- Analyze current laws and ethics regarding telehealth
- Discover the differing opinions between clinician and client regarding the therapeutic relationship
- Identify students that may benefit from telehealth services

Session Title: Creative Strategies to Increase Counselors' Spiritual Competence and Self-awareness

Instructional Level: Intermediate

Topic(s):

- Diversity/Inclusivity
- Supervision/Clinical Training

Presenter Identified NBCC Content Area: Social and Cultural Foundations

Presenters:

Janet Muse-Burke - Marywood University

Katie Graziano - Marywood University

Abstract: Spiritual competencies for counseling have been documented (e.g., CACREP, 2016), and addressing clients' spiritual and religious needs is specified in the ACA Code of Ethics (2014). Further, most clients report maintaining spiritual or religious beliefs (Rose et al., 2001), and counseling students report a desire for spiritual and religious competence (Henriksen et al., 2015). However, counselor training typically fails to provide students with the necessary knowledge and skills to effectively integrate spirituality and religion into counseling (McMinn et al., 2014). There are six primary competencies for spiritual and religious issues in counseling: (a) culture and worldview, (b) counselor self-awareness, (c) human and spiritual development, (d) communication, (e) assessment, and (f) diagnosis and treatment (ASERVIC, 2009). The purpose of this presentation is to increase the spiritual competence of counselors, trainees, and supervisors through an emphasis on counselor self-awareness. Several approaches have been proposed to assist counselors in better understanding their personal beliefs, such as (a) spiritual genogram, (b) spiritual lifeline, and (c) spiritual lifemap (Hodge, 2005). Using these and other techniques, this presentation aims to increase counselors', trainees', and supervisors' self-awareness and openness to spiritual and religious issues.

Learning Objectives:

- To define the spiritual and religious competencies for counselors.
- To describe the components of counselor spiritual self-awareness.
- To utilize counselor spiritual self-awareness strategies.

Session Title: First-Generation College Students' Guilt and Its Influences on Social Capital

Presenters:

Osmara Reyes-Osorio - Marymount California

Abstract: This qualitative dissertation looks at how first-generation college students experience the emotion of guilt as it relates to social capital within higher education. This study included 21 first-generation college student enrolled at two community colleges in Los Angeles County, California. The study found that guilt, along with other variables influence first-generation college students' access to social capital. Themes included: positive experiences associated with being a FGCS, parental support, FGCS not working, guilt (associated with familial responsibilities), pride, resiliency through positive self-talk, and challenges accessing social capital. Implications for policy, practice, theory, and future research are discussed.

Learning Objectives:

- Participants will be able to describe what a first-generation college student (FGCS) is.
- Participants will be able to articulate at least 3 barriers FGCS face
- Participants will be able to identify at least 3 possible resources that FGCS can use on and/or off a community college campus.