

Session Title: The Impact of Social Support, Spirituality, and Hopelessness on Suicidality in First Year College Students

Instructional Level: Foundation

Topic(s):

- Outreach and Prevention
- Counseling Techniques

Presenter Identified NBCC Content Area: Wellness and Prevention

Presenters:

Emy Monday - Marywood University

Janet Muse-Burke - Marywood University

Abstract: Particularly in their first year, college students might be subject to a unique set of transitional stressors: leaving home, living with new people, adjusting to a new environment, and exposure to new academic and social pressures (Ari & Shulman, 2012). There also might be a change in the level of social support to which students perceive themselves as having access (Lee, Dickson, Conley, & Holmbeck, 2014), leading to feelings of hopelessness that the situation cannot improve. Moreover, these young adults might not feel spiritually connected (Taliaferro et al., 2009), which is concerning because spirituality is linked to college students' well-being (Anye, Gallien, Bian, & Moulton, 2013). As such, the purpose of this research was to investigate how these factors might contribute to the suicide rate of first year college students. One hundred and nine first year undergraduate students at a small, Catholic, comprehensive university in the Northeast United States completed the study. The results of this study will be discussed and strategies will be provided to aid college counselors, administrators, faculty, and families of first year college students with (a) identifying at-risk students, (b) identifying resilience factors, and (c) intervening to prevent suicide.

Learning Objectives:

- To identify risk factors for suicidality in first year college students.
- To list resilience factors to prevent suicidality in first year college students.
- To describe prevention strategies that counselors, administrators, faculty, and families might use to prevent suicide in first year college students.

Session Title: Books can't teach you everything: Integrating Multicultural Awareness using the MSJCC as a master's level college counseling intern

Instructional Level: Foundation

Topic(s):

- Diversity/Inclusivity

Presenter Identified NBCC Content Area: Social and Cultural Foundations

Presenters:

Samantha Simon - North Carolina State University

Abstract: This poster will break down key components in the Multicultural and Social Justice Counselor Competencies (MSJCC) and how they can be implemented specifically for counselors-in-training on a college campus. There will be clinical implications for practice that were founded from recent empirical evidence in the field, as well as a personal account from the author in her intern experience on a traditionally Native American campus. A review and synthesis of recent research will provide the basis to the information presented. She will use her personal experience as an example on how education through CACREP standards alone did not prepare her to foster multicultural growth and what steps can be taken for counselors-in-training outside of the classroom. This poster presentation will look at the MSJCC through a counselor-in-training lens, and provide action points to foster multicultural growth and understanding from recent empirical research. It will explore what implementations can be made for counselors-in-training and how doing so can increase multicultural awareness before entering into the field. This poster is intended for counselors-in-training, clinical supervisors, and counselor educators.

Learning Objectives:

- Explain the Multicultural and Social Justice Counseling Competencies through a counselor-in-training lens.
- Compare personal level of multicultural competence when entering the field.
- Utilize the action points to help aid multicultural awareness and education for counselors and counselors-in-training.

Session Title: Implementing Research Based Student Support Strategies in an Online R.N to B.S.N Nursing Program

Instructional Level: Intermediate

Topic(s):

- Outreach and Prevention

Presenter Identified NBCC Content Area: Wellness and Prevention

Presenters:

Melissa Wallace - East Carolina University

Gwendolyn Tyson - East Carolina University

Abstract: Online instruction is a rapidly growing format in education and according to a recent report, rates of enrollment in online programs are only projected to increase in the coming years. (Allen & Seaman, 2016) Nursing education specifically has seen tremendous growth and the number of fully online R.N. to B.S.N programs in America has grown by more than 30% in just the last 2 years alone. (Beachy, 2015). Two of the major concerns for online education is retention and graduation rates, which are consistently lower than the rates of traditional classrooms (Bawa, 2016). While research has emphasized developing various instructional and technology supports to improve online student retention not as much has been explored from a counseling and student support perspective. This poster will explore the benefits and effectiveness of several research based student support service strategies in an online R.N. to B.S.N nursing program. Specific counseling and student support strategies will be shared as well as related student satisfaction surveys and program retention and graduation rates.

Learning Objectives:

- Learn about research based counseling and student support strategies in online education.
- Gain insight into how to implement research based counseling and student support strategies in an online nursing program.
- Observe how counseling and student support services can impact student satisfaction, retention and graduation rates in an online program.

Session Title: Creative outreach programming to reach out to students, engage them in topics of mental health and wellness, and to form an environment of caring

Instructional Level: Intermediate

Topic(s):

- Outreach and Prevention
- Diversity/Inclusivity

Presenter Identified NBCC Content Area: Wellness and Prevention

Presenters:

Chun-Fang Kuo - Central Michigan University

Abstract: This presentation will address the process of forming creative outreach programming to reach out college students including various and diverse student populations such as students from low socioeconomic backgrounds, students of color, and first-generation students, etc., and the effective program promotion strategies. This presentation will also address the goals of different programs, the procedures and locations to conduct the activities, and the uniqueness of different approaches to improve the current generation of college students' adjustment, depression, stress, and other mental health concerns that impeding their emotional wellbeing and daily functioning. Four types of outreach programming will be presented-Eat and Meet with Students, Chinese Calligraphy and Stress Reduction, Pet Therapy, and Outreach Table during the Sport Events, along with the impact of the programs by utilizing university facilities and spaces to create a supportive campus environment of mental illness prevention and wellness promotion.

Learning Objectives:

- Participants will be able to identify major adjustment and psychological needs commonly experienced by college students and the benefit of creative outreach programming to provide care.
- Participants will use innovative approaches to deliver different outreach programming.
- Participants will apply how offering different outreach programs may help to promote mental health, and enhance wellness as well as create a campus of support and care.

Session Title: Creating confidence on college campuses: A campus-wide approach

Instructional Level: Foundation

Topic(s):

- Outreach and Prevention
- Diversity/Inclusivity

Presenter Identified NBCC Content Area: Human Growth and Development

Presenters:

Gwendolyn Tyson -

Abstract: Confidence can be described as the belief in oneself and one's abilities (Confidence, n.d.). Many students regardless of age, color, ability status, or gender struggle with maintaining a healthy level of confidence. However, it is reasonable to assume that this struggle may be heightened for African American women with experiences of trauma and a diagnosed disability, and can subsequently impact academic success. Because confidence or a lack thereof, can impact student success regardless of ability status or whether or not one has experienced trauma, it is important for college counseling professionals to engage the campus community in a collaborative and proactive approach in creating confidence in students. This session utilizes data from a case study of African American women with disabilities who experienced trauma, and describes barriers surrounding confidence as indicated by study participants (Tyson, 2015). Implications for college counseling professionals to address identified needs and build confidence in individuals with disabilities (Lindsay & Cancelliere, 2017) and those who have experienced trauma as well as the general student population will be explored from a campus wide approach.

Learning Objectives:

- Participants will be able to identify, review, and discuss specific barriers surrounding confidence for African American women with disabilities and those who have experienced trauma.
- Participants will explore implications (from a campus wide approach) for college counseling professionals to address identified needs and build confidence in African American women with disabilities and those who have experienced trauma.
- Additional considerations for building confidence in the general student population will be explored from a campus wide approach.

Session Title: Risks for Eating Disorders and Negative Body Image in Sorority Women

Instructional Level: Foundation

Topic(s):

- Outreach and Prevention

Presenter Identified NBCC Content Area: Wellness and Prevention

Presenters:

Hannah Redigan - Eastern Michigan University

Abstract: This poster features information from studies and research regarding negative body image and eating disorders in sorority women. The studies examined discuss whether or not eating disorders and a negative body image are more commonly found in sorority women than other college women and why this may or may not be so. The unique risks sorority women face as members of competitive, often appearance-focused and alcohol-fueled social systems will also be discussed as factors in determining disordered eating habits. A few interventions such as peer-led intervention programs and cognitive dissonance prevention programs and their effectiveness are also discussed.

Learning Objectives:

- Learners will learn whether or not sorority women are more at risk for body objectification and eating disorders.
- Learners will be able to identify risk factors contributing to disorders in sorority women.
- Learners will be informed of ways to prevent and/or mitigate the issue.

Session Title: Experiences of undecided, first-year, first-generation college students and implications for counselors

Instructional Level: Foundation

Topic(s):

- Outreach and Prevention
- Diversity/Inclusivity

Presenter Identified NBCC Content Area: Career Development and Counseling

Presenters:

Melissa Wheeler - University of Phoenix

Abstract: Researchers have emphasized the low retention rate of first-generation college students while trying to study the causes of these early college departures. First-generation college students have perceived lack of familial support for their educational goals (Wang & Castaneda-Sound, 2008) and less social support from families (Jenkins, Belanger, Connally, Boals, and Duron, 2013), while also expressing lower levels of sense of campus belonging (Stebbleton, Soria, & Huesman, 2014). These students have reported competing job responsibilities, inadequate study skills, family responsibilities, and a range of uncomfortable emotions as barriers to their success in college (Stebbleton & Soria, 2012). One strength of first-generation college students is their desire to attend college for advanced career opportunities (Martinez, Sher, Krull, & Wood, 2009). Researchers have found that career motives for college attendance increase adjustment to college for ethnic minority first-generation college students (Dennis, Phinney, & Chuateco, 2005). What happens when a first-year, first-generation college students who become undecided or are re-thinking their chosen major? This presentation will discuss the findings from a qualitative research study aimed at exploring the experiences of first-year, first-generation college students who were undecided or re-deciding their college majors. Implications for counselors as well as outreach ideas will be shared.

Learning Objectives:

- Participants will discuss the results of a research study that explored the experiences of first-year, first-generation college students who were undecided or re-deciding their college majors.
- Participants will assess the implications of being undecided on the mental health, retention, and outreach for undecided, first-generation college students.

Session Title: Counseling Student - Athletes: "In a League of Their Own"

Instructional Level: Intermediate

Topic(s):

- Outreach and Prevention
- Counseling Techniques

Presenter Identified NBCC Content Area: Human Growth and Development

Presenters:

Anthony Gliffe - Northeastern Illinois University

Abstract: There is a major emphasis placed on athletics and competition in sports at the high school, college, and professional levels. The perception of student athletes at the high school and collegiate ranks often comes with scrutiny, specifically their intentions and priorities within an educational setting, usually coming from an outsider's perspective looking in. The goal of this presentation is to increase awareness of educators and other behavioral health practitioners who are not familiar with the world of athletics and the developmental challenges student athletes face during a critical time of their lives. Research shows student athletes struggle with identity issues that manifest in other aspects of their lives, such as forging a new identity when they must retire young due to injury or lack of academic eligibility. Their identities as student athletes may also impact their post-secondary college and career planning process. When addressing these developmental transitions with student athletes, the challenge becomes exploring and acknowledging other areas of their self-identity and helping these athletes recognize the value of these other aspects of their identity so they may become well-rounded individuals. Allowing these athletes to enhance their own value while validating the importance of athletics to their identity is paramount.

Learning Objectives:

- To identify developmental struggles that student-athletes experience.
- To provide multiple therapeutic approaches that enhances the holistic development of student-athletes.
- To develop a foundation for building trust and rapport with student-athletes seeking counseling services.

Session Title: Perceived and Personal Mental Health Stigma: The influence on Help-seeking attitudes and Intentions

Instructional Level: Foundation

Topic(s):

- Outreach and Prevention

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

Presenters:

Alyson Pompeo-Fagnoli - Monmouth University

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 (Corrigan, 2004a; Komiya, Good, & Sherrod, 2000; Vogel, Wade, & Haake, 2006), and the greatest barrier to college students (Evans, et al., 2007; Hepworth & Paxton, 2007; Martin, 2010). Results of this quantitative study revealed that the amount of peer and campus stigma is overestimated by college students. In fact, participant estimates of peer stigma were considerably greater than their own stigma. Higher levels of perceived stigma were associated with less favorable help-seeking attitudes and intentions. This study gained a better understanding of the relationships and predictions between perceived and personal stigmas and help-seeking attitudes and intentions. Implications for clinical and educational use are presented. Results from this study and over 10 years of professional experience working in the field, will lend to implications 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 ideas about how they can work to reduce stigma and increase help-seeking in their own respective areas.
- Attendees will learn best practices for college counseling clinical and educational/outreach use.

Session Title: Relational Mindfulness: A pilot course in empathy development and burnout prevention

Instructional Level: Intermediate

Topic(s):

- Outreach and Prevention
- Supervision/Clinical Training

Presenter Identified NBCC Content Area: Wellness and Prevention

Presenters:

Paige Greason Bentley - Wake Forest University School of Medicine

Abstract: Individuals providing therapy face challenges daily that test their capacity to be empathic and attuned to their own self-care. Furthermore, empathy without training in skills to manage personal distress can lead to burnout. This can have a deleterious impact not only on counselors, but also on client care. Training to manage the challenges of the work and cultivate stronger client relationships is needed. This poster presentation shares the results of a mindfulness-based empathy training course that was taught to psychiatry interns. Interns at an academic medical center participated in an eight-week pilot program that integrated relational mindfulness and empathy training. Data were gathered from the interns and 23 upper-level psychiatry residents on measures of burnout and empathy. Baseline means among all residents on the Maslach Burnout Inventory (MBI) were significantly higher than the norms on all three subscales (i.e., Emotional Exhaustion, Depersonalization, and Personal Accomplishment). Baseline means among all residents on the Helpful Responses Questionnaire (HRQ), a measure of empathy, were slightly lower, but not significantly different from the norm. The interns, who participated in the intervention, demonstrated a downward trend in means on all three MBI subscales and significant improvement on the HRQ ($f = 8.98$; $p = .02$).

Learning Objectives:

- Understand the concept of relational mindfulness and how the skills can help build stronger client relationships and reduce the likelihood of burnout.
- List the three core objects of attention in relational mindfulness.
- Describe a relational mindfulness practice that has been associated with decreases in personal distress in the face of another's pain.

Session Title: Strategies for Using Mindfulness and Spirituality to Reduce Rumination on Sadness with College Students

Instructional Level: Intermediate

Topic(s):

- Diversity/Inclusivity
- Counseling Techniques

Presenter Identified NBCC Content Area: Social and Cultural Foundations

Presenters:

Gemma Boyd - The City of New York Police Department (NYPD)

Janet Muse-Burke - Marywood University

Abstract: Mindfulness practices have been linked to psychological health (Tan & Martin, 2016), leading mindfulness to be integrated into various counseling modalities (e.g., Lenz, Hall, & Smith, 2016). Interestingly, mindfulness is closely tied with spirituality, and participation in mindfulness is known to enhance people's spiritual experiences (Lazaridou & Pentaris, 2016). As such, the current study explored the relationship among mindfulness, spirituality, God Image, and ruminative thinking. Participants included 88 undergraduate and graduate students at a small university in Northeastern United States. Results of the research found there was a significant, negative relationship between rumination on sadness and mindfulness, spirituality, and positive God image. As a result of these findings, it is recommended that counselors consider integrating mindfulness and spirituality into counseling to reduce rumination on sadness. For example, counselors could conduct mindfulness meditations to help clients face challenges with peace and calm. Further, counselors could include self-compassion in treatment, where individuals observe and describe their experiences within the present moment with non-judgment. Moreover, counselors might help clients decrease ruminative thinking on sadness by exploring how their current circumstances have meaning given their spiritual beliefs. Also, counselors might help clients connect their difficulties with a higher purpose, such as for spiritual growth.

Learning Objectives:

- To describe the benefits of mindfulness and spirituality to college students' mental health.
- To discuss how mindfulness and spirituality may be integrated into college counseling.

Session Title: Understanding Help-Seeking Behavior in Higher Education Athletics

Instructional Level: Intermediate

Topic(s):

- Outreach and Prevention

Presenter Identified NBCC Content Area: Wellness and Prevention

Presenters:

Kelsey Mozdierz - Eastern Michigan University

Abstract: While student-athletes have a unique set of stressors that may put them at higher risk for psychological distress, they have been found to underutilize mental health services. Student-athletes have less positive attitudes toward help-seeking, with mental illness stigma a significant contributor to the underutilization of services. Many universities provide psychological and counseling services on campus, but are not well trained in the area of athletics and exercise. The results of this study can help change the perception of mental health services by understanding the barriers student-athletes may face, and examining how athletics staff provide support for student-athletes facing issues they cannot work through on their own. The results of this study will inform us as to the ways college athletics and student participation relates to help-seeking.

Learning Objectives:

- Participants will be able to describe barriers to accessing mental health services related to a student-athlete's demographics.
- Participants will be able to describe the perceptions of student-athletes of stressors relevant to mental health needs and/or concerns, and their support system.
- Participants will be able to describe the perception of athletics staff regarding support services and barriers that student-athletes face.

Session Title: Collegiate Recovery Programs: Strategies for Diversity and Inclusion

Instructional Level: Foundation

Topic(s):

- Diversity/Inclusivity

Presenter Identified NBCC Content Area: Wellness and Prevention

Presenters:

Marie Huggins - UNC Charlotte

Abstract: Collegiate recovery programs (CRPs) have gained significant acknowledgment and popularity within recent years due to the prevalence and problematic use of alcohol and other drugs (AODs) within college and university environments. Many students working on their recovery face ongoing challenges of obtaining a safe collegiate atmosphere that supports their abstinence. There are numerous gaps and limitations presented in the literature regarding programming and lack of representation from diverse students. The purpose of this presentation is to examine the current literature on CRPs, critique their historical empirical evidence in support of CRPs, theoretical orientation of CRPs and implications for collegiate counselors and researchers desiring to work with diverse and underserved collegiate populations. Overall, the CRPs have made substantial amounts of progress within the last 30 years and will only continue to grow in resources, support and delivery of effective programming for college students seeking to live a healthy and safe lifestyle while pursuing their academic and personal goals in recovery. There is room for more growth and effective changes for diversity and inclusivity for all involved ranging from CRP staff, directors, researchers, counselors, students/alumni in recovery and community stakeholders which are promising for the future of this resilient group of students.

Learning Objectives:

- Discuss the current state of literature/research on Collegiate Recovery Programs (CRPs)
- Describe implications for college counselors and researchers desiring to work with diverse and underserved collegiate populations.
- Analyze CRPs historical empirical evidence in support of CRPs.
- Explore diverse theoretical foundations in CRPs

Session Title: Reconnection Group for Individuals Who Have Experienced Interpersonal Trauma: An Explanatory Case Study at a University Counseling Center

Instructional Level: Intermediate

Topic(s):

- Counseling Techniques

Presenter Identified NBCC Content Area: Group Dynamics and Counseling

Presenters:

Megan Little - University of Arkansas

Abstract: Interpersonal traumas are becoming more common to the general public and the need for services to assist the mental and emotional well-being of survivors is increasing. However, due to the complicated impacts of trauma on the mind, body, and spirit there can be a challenge in finding effective treatment options that are long lasting for trauma symptoms. The purpose of this study was to understand the elements of a trauma group treatment (Reconnection group) modality that utilizes psychodrama as the primary treatment option and incorporates mindfulness and yoga as adjunctive treatments with university students who have experienced interpersonal trauma. Findings suggest that the challenging nature of the group therapy process is needed to cultivate interpersonal and intrapersonal development in participants as well as participants needing to gain skills that help them in their everyday life to combat trauma symptoms. It is the hope that the findings can impact future interpersonal trauma group treatment options as well as provide insight into future quantitative areas to measure with Reconnection group participants.

Learning Objectives:

- Identify the social, emotional, physical, and psychological impacts of trauma.
- Identify and understand the application of mindfulness, psychodrama and yoga to treat trauma symptoms.
- Understand trauma survivors need for interpersonal and intrapersonal development in trauma recovery.