

Session Title: That's a Good College Counselor!: Establishing an Animal Assisted Therapy program on a College Campus

Instructional Level: Intermediate

Topic(s):

- Counseling Techniques

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

Presenters:

Trent Davis - Virginia Tech/Cook Counseling Center

Ariann Robino - Virginia Tech

Sarah Dunleavy - Virginia Tech

Abstract: As the implementation of animal-assisted interactions on college campuses becomes more prevalent (Stewart, Chang, & Jaynes, 2013), college counseling centers may be considering the therapeutic benefit of the human-animal bond. For example, college students experiencing anxiety and loneliness described a symptomatic decrease an after animal-assisted interventions (Stewart, Dispenza, Parker, Change, & Cunnien, 2014). Animal-assisted therapy (AAT) in educational settings is a young and promising development (Zents, Fisk, & Lauback, 2017). While the clinical benefit of AAT has become more well-known, clear guidelines and protocol for program development are lacking (Chandler, 2012). This session will uncover the legal, ethical, and practical implications of developing an AAT program on a college campus. Through the experiences of the lead presenter, a trained animal-assisted therapist experienced in establishing an AAT program at a public university, session attendees will learn best practices in AAT on college campuses. The session will include a live demonstration from Moose, a registered therapy dog employed with the lead presenter at a university counseling center.

Learning Objectives:

- Attendees will explore the effectiveness of animal-assisted therapy on mental health symptoms, specifically within college students.
- Attendees will learn a framework for creating an animal-assisted therapy program at a university counseling center.

Session Title: "This Is How We Do It": Engaging African American Students in the Therapeutic Process

Instructional Level: Foundation

Topic(s):

- Outreach and Prevention
- Diversity/Inclusivity

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

Presenters:

Chika Hooper - Florida A&M University

Alicia Jackson, Ph.D. - Florida A&M University

Quantina Washington, L.M.H.C. - Florida A&M University

Abstract: "African Americans are 20% more likely to experience serious mental health problems than the general population" (NAMI, 2017). Specific research on college campuses indicates African American college students greatly under utilize and prematurely terminate counseling at a rate higher than their counterparts (Kearney, Draper, & Baron, 2005). This is largely due to the perception of help seeking, their experiences in the therapy room (Camacho, 2016), and stigma (Cheng, Kwan,Sevig, 2013) . This 90 minute breakout session will address creative strategies to increase help seeking behaviors and therapeutic retention among African American college students in counseling. The perspective will be presented from a Historical Black College and University experience. Attendees will gain ideas for creative outreach strategies and learn how to foster unique skills into the therapeutic relationship to improve help seeking behaviors and retention.

Learning Objectives:

- Explain ideas and unique strategies for effective outreach.
- Apply innovative methods to enhance the therapeutic relationship thereby increasing retention
- Brainstorm initiatives for engaging African-American college students on your campus

Session Title: Ingredients for Creative Counseling Interventions

Instructional Level: Foundation

Topic(s):

- Counseling Techniques

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

Presenters:

Stephani Jahn - University of Florida

Abstract: Creative interventions are fun and impactful, but some counselors feel uncertain about how to make the most of them with clients. This session will focus on principles of creativity and practical applications that will help attendees more confidently and creatively process insight-promoting interventions with clients and themselves. The presenter will describe parallels between creative and therapeutic processes to help counselors recognize their existing skills, and to invite those who are hesitant to experiment with these interventions. The presenter will draw from her years of experience in dance, choreography, visual arts, and other creative mediums to illustrate how this is applicable across types of creative approaches that might fit for you and your clients. Attendees will hear examples of creative interventions for their toolboxes, such as collage, drawing images, gesture/movement, and metaphors/ imagery, and will find out where to learn more about each. The session will emphasize principles of creative processing, including concepts of tracking, client authority in creative interpretation, flexibility and openness to creative opportunities, importance of counselor self-application of creative techniques, and ethical concerns. Attendees will have the opportunity to practice processing a creative work in pairs, and will receive sample processing prompts to apply with clients.

Learning Objectives:

- Attendees will be able to apply and process at least one creative intervention in therapy.
- Attendees will be able to list processing questions for creative interventions with clients.
- Attendees will be able to discuss principles that support engaged and ethical use of creative interventions in therapy.

Session Title: Meeting the Unique Mental Health Needs of College Student-Athletes: Integrating Our Services

Instructional Level: Foundation

Topic(s):

- Outreach and Prevention
- Administration/Leadership

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

Presenters:

Sonja Lund - Old Dominion University

T'Airra Belcher - Old Dominion University

Abstract: Traditionally, student-athletes receive counseling in the form of academic advising, with less emphasis on mental health (Broughton & Neyer, 2001). However, student-athletes face a number of unique stressors that differentiate themselves from their peers (Cosh & Tully, 2015). Further, this population has a particular challenge with perceived personal and public stigma (DeLenardo & Lennox Terrion, 2014). Because student-athletes have different attitudes when it comes to help-seeking behavior, counselors need environmental or culture-specific knowledge and skills to work with these individuals as they expect their counselors to have this knowledge and training (Watson, 2005; Lopez & Levy, 2013). The goals of this session are to (a) describe the unique needs of college student-athletes and barriers they face when seeking mental health services, (b) discuss how counselors can evolve their services to address these needs, and (c) examine ethical considerations and future direction for counselors when serving college student-athletes. The presenter's training comes from working with college student-athletes in a mental health setting for three years and from developing an in-house athletic counseling service.

Learning Objectives:

- By the end of the session, participants will be able to describe the unique needs of student-athletes and the barriers they face when seeking mental health service.
- By the end of the session, participants will be able to demonstrate how to tailor counseling services to meet the needs of college student-athletes. Participants will be able to list possible future directions for student-athlete specific services.
- By the end of the session, participants will be able to describe ethical considerations within the student-athlete population.

Session Title: Implementing a Brief Consultation (BC) Model for Initial Consultation and Assessment

Instructional Level: Intermediate

Topic(s):

- Administration/Leadership

Presenter Identified NBCC Content Area: Assessment (this includes approaches to assessment and evaluation in counseling)

Presenters:

Ann Zedginidze - University of Minnesota

Michelle Krypel - University of Minnesota

Abstract: As the demand for college campus mental health therapy increased and wait lists started to develop, the University of Minnesota implemented a Brief Consultation Model to assess student's needs. This model allows students to be seen by a mental health professional the same day, and they are assessed for safety, needs and if they are appropriate for the mental health clinic. Students are informed about options for individual therapy, medication, group therapy, etc. and are also provided with options to take referrals. This helps avoid waiting for an intake appointment to be referred out to the community. Students are also provided with referrals for campus resources, such as disabilities resource center.

Learning Objectives:

- To understand how the Brief Consultation Model works
- To understand best ways to implement and utilize Brief Consultation Model

Session Title: Engaging Online Curriculum that Opens Access for Community College Students, Allowing for Greater Success and Persistence Rates

Instructional Level: Foundation

Topic(s):

Presenter Identified NBCC Content Area: Human Growth and Development

Presenters:

Cindy Morrin - Cuyamaca College

Carla Lundman - HumaneSources

Abstract: Personalized career planning, Campus SaVE and Title IX requirements can be wrapped up in a student-friendly package that engages even the most at-risk first-year community college students. Learn how to increase student success, persistence, and completion rates with an engaging, online, interactive college and career success curriculum for your students. This course meets general education requirements for an associate's or bachelor's degree. Find out how counseling faculty at Cuyamaca College teach this freshman seminar to all new students, and how the online, interactive design is perfectly suited to the needs of their rapidly growing distance-learning populations. This course opens access for all students to attend a community college, connects them to student support systems, and gets them on a career pathway toward success. Participants will gain access to the full curriculum, which includes career assessments. This curriculum is customizable for your college and can be integrated with your campus LMS, such as Canvas or Blackboard.

Learning Objectives:

- Counseling faculty will learn how to connect students to counseling support services through this mandatory freshman seminar that leads to college and career success.
- Participants will learn how this course opens access to all students and helps them embark on a career pathway for their future success.

Session Title: Using Expressive Arts in Counseling Sessions with First Generation College Students

Instructional Level: Intermediate

Topic(s):

- Counseling Techniques

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

Presenters:

Kristie Opiola - University of North Carolina at Charlotte

Ciara McTarsney - UNC Charlotte

Lauren Chase - UNC Charlotte

Abstract: First generation college students (FGCS) are at greater risk for poor academic performance, difficulty transitioning and higher rates of attrition rate than traditional college students (Ramos-Sanchez & Nichols, 2007). Additionally, researchers hypothesized FGCS face greater challenges adjusting to college environment, living situation, academic stress, and emotional reactions as they are less likely to seek social support and share their college experience stress with others (Barry et al., 2009; Jenkins et al., 2013; Terenzini et al., 1996) This presentation will address how to utilize expressive arts media with FGCS as a tool to help facilitate social support and coping. Social support is well acknowledged as a critical component of students' successful transitions and management of academic and emotional success. At times, FGCS may struggle to verbalize their needs and utilize traditional talk therapy approaches. The use of expressive arts media allows students an opportunity to express themselves in non-verbal ways and offers them a distant perspective in order to process and reflect on current challenges so they can better understand their concerns and view their concerns from multiple perspectives. The presenters, through using experiential activities, will examine the rationale, considerations, and structure for presenting and processing expressive arts activities with FGCS.

Learning Objectives:

- Describe two reasons a counselor would use expressive arts with first generation college students.
- Identify the three phases of expressive arts and the role of the counselor in each of the three phases.

Session Title: Women Matter! SAMHSA's Training Tool Box - Part I

Instructional Level: Intermediate

Topic(s):

- Supervision/Clinical Training
- Counseling Techniques

Presenter Identified NBCC Content Area: Social and Cultural Foundations

Presenters:

Ebony Davis - Advocates for Human Potential

Linda Frazier - Advocates for Human Potential

Abstract: Women Matter! SAMHSA's Training Tool Box provides an overview of the Substance Abuse and Mental Health Administration's Training Tool Box for Addressing the Gender-Specific Service Needs of Women with Substance Use Disorders. The Tool Box provides counseling professionals and other behavioral health professionals with evidence-based, current, high-quality resources and strategies to better serve women with substance use disorders and train staff about gender-responsive and trauma-informed approaches to care. The Tool Box is comprised of sets of customizable PowerPoint slides, activities, resources, and references. These slides allow users to develop and deliver customized presentations and trainings on engaging and supporting women with substance use and co-occurring disorders in diverse settings.

Learning Objectives:

- Use SAMHSA's Training Tool Box to create an evidence-based presentation or workforce learning session on women and substance use disorders in all work settings, including colleges, universities, and community and technical college settings.
- Describe the gender-responsive counseling and case management principles for serving women with substance use and co-occurring disorders.
- Articulate a compelling case for an integrated and interdisciplinary team approach to trauma and substance use disorder services for women across the addiction continuum.

Session Title: Times of Transition: Counseling International and DACA Students on Today's Campus

Instructional Level: Foundation

Topic(s):

- Diversity/Inclusivity

Presenter Identified NBCC Content Area: Social and Cultural Foundations

Presenters:

Kathryn Alessandria - West Chester University

Allison Gatta - West Chester University

Amy Staas - West Chester University

Abstract: Research shows that international students experience many stressors such as cultural and language barriers, academic concerns, and difficulty with social interactions (Nilsson, Berkel, Flores, & Lucas 2004) which can lead to mental health concerns such as anxiety, depression, and social isolation (Wu, Garza, & Guzman 2015). Although counseling services on college campuses are available, international students often do not seek counseling. This may be due to cultural stigmas surrounding mental illness and lack of understanding of campus resources and counseling center services (Hwang, Bennett, & Beauchemin, 2014). With recent changes in immigration and travel policies, international students and students with DACA status are now experiencing new and different challenges. Due to the increase in mental health concerns among these populations, it is crucial that college counseling professionals work towards creating an environment of inclusion and support (Wu, Garza, & Guzman 2015). College counselors are well-positioned to deliver services and advocate on behalf of international and DACA students. Join us to discuss creative prevention and interventions strategies specifically for these student populations.

Learning Objectives:

- Define the needs of today's international students from a psychoeducational and counseling perspective.
- Identify and address concerns of immigration and travel policy changes in the current political climate, as it applies to international students.
- Identify and address the unique concerns of students with DACA status in light of recent policy changes.
- Discuss ways that college counseling professionals can reach, support, and advocate international students in a college setting.