

**Session Title:** Post-Secondary Suicide Prevention Program Development

**Instructional Level:** Intermediate

**Topic(s):**

- Outreach and Prevention

**Presenter Identified NBCC Content Area:** Wellness and Prevention

**Presenters:**

**Shelby Coen** - The Ohio State University

**K. Maria Lammy** - The Ohio State University

**Gayle Garcia** - The Ohio State University

**Abstract:** Over 40,000 individuals die by suicide each year; suicide is the second leading cause of death among college students in the US. Even with this prevalence, only half of college students report that they have received information on suicide prevention from their college or university. Having a suicide prevention program on campus can foster a culture of caring where students, faculty, and staff share the responsibility of keeping each other safe. However, developing these programs typically falls to mental health counselors, who may not be fully equipped to run such an essential program alone; this can be a daunting task if there is no support in place. This session would assist college counselors, faculty, and staff who have been tasked with creating or continuing a suicide prevention program; the presenters would provide an example of a university's program that has grown from one staff person to twelve individuals. This team consists of undergraduate and graduate students, staff, and faculty, reaching thousands of students on campus. The session would overview the established program, talking about student involvement, gatekeeper training, and partnering with academic programs. The session would encourage collaboration among attendees and time to consult with the presenters.

**Learning Objectives:**

- Plan a suicide prevention program for one's own campus through analysis of the presenter's established suicide prevention program
- Discuss with other professionals interested in suicide prevention about successful outreach on campus in order to gain a greater understanding of the processes involved in creating and maintaining such a prevention program
- Compare, assess, and critique one's current campus suicide prevention program to that of the presenter's and other attendees' established suicide prevention programs (if applicable)

**Session Title:** The Meaningful System: Application of Family Systems Theory in College Counseling Centers

**Instructional Level:** Intermediate

**Topic(s):**

- Outreach and Prevention
- Counseling Techniques

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

**Presenters:**

**Sean Newhart** - College of William and Mary

**Patrick Mullen** - College of William & Mary

**Daniel Gutierrez** - College of William & Mary

**Abstract:** College students are often identified as a population that is at higher risk for developing mental health disorders than the general population due to a multitude of developmental, contextual, and psychosocial factors. The concepts of individuation, autonomy, and social support often interact in complex ways that influence individual students. Research on college students has shown that their family systems can significantly influence risk and protective factors related to the development of mental health disorders. Specifically, family history, current family processes, and perceived access to tangible or emotional support from the family system can influence students' transition to the college environment, including the capacity to cope with stressors and access peer support. Many college counseling centers rely heavily on individual counseling, and acknowledge systemic factors without directly utilizing them in treatment. This program will show how applying family systems theory in college settings may improve the treatment of students with a many presenting problems, including depression, relationship issues, and anxiety. New approaches to counseling college students with an emphasis on systems will be discussed, as well as ways to successfully incorporate the system within the context of current college counseling trends. Research being conducted by the primary presenter will be introduced.

**Learning Objectives:**

- Apply systems theory to college students' presenting problems, specifically conceptualizing problems from a "meaningful" system and family systems theoretical lens
- Describe the influence of the family system in adjustment to college life, including risk and protective factors introduced by a student's family system
- Discuss current limitations of systemic theory in college counseling centers, specifically barriers in the way of release of information and protected health information
- Demonstrate the use of systemic approaches through case vignettes and anecdotal experiences of participants
- Design treatment plans to implement systemic concepts and techniques specific to participants' college population

**Session Title:** Attachment, Regulation and Competency (ARC): Addressing Trauma in College Counseling Centers

**Instructional Level:** Foundation

**Topic(s):**

- Supervision/Clinical Training
- Counseling Techniques

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

**Presenters:**

**Jennifer Carlock** - OSF Saint Francis, College of Nursing

**Abstract:** This purpose of this seminar is to increase clinician understanding of the emotional, mental, and behavioral impact of early abuse, neglect, and impaired attachment in students who present in college counseling centers. Students exposed to trauma may be affected in ways that are not apparent at the time of the event and may lack self-awareness. Delayed symptomology not only poses a barrier to receiving earlier treatment, but also may lead to impaired socio-emotional development and stress toleration when triggered in the college setting. The Attachment, Regulation and Competency (ARC) framework will be deconstructed for simple application for use to screen, assess, and treat students who present with posttraumatic stress symptoms and general mental health symptoms, as well as to increase adaptive and social skills. ARC is a flexible, components-based intervention developed for people who have experienced complex trauma. The foundation is built upon four key areas of study: normative childhood development, traumatic stress, attachment, and risk and resilience. Drawing from these areas, ARC identifies important skills and competencies that are routinely shown to be negatively affected by both traumatic stress and attachment disruptions.

**Learning Objectives:**

- Attendees will understand the core concepts of the ARC framework.
- Attendees will recognize how to obtain appropriate information from students to guide work within the ARC domains.
- Attendees will be equipped with safe and effective strategies to address their students' presenting symptoms, self-awareness, coping and resilience.
- Attendees will be able to integrate the building blocks of trauma into their work and relay psychoeducation to students.

**Session Title:** Counseling FIRST: A Closer Look at First-Generation College Students and Their Needs

**Instructional Level:** Foundation

**Topic(s):**

- Diversity/Inclusivity

**Presenter Identified NBCC Content Area:** Social and Cultural Foundations

**Presenters:**

**Eran Hanke** - Bradley University

**Jenny Wagstaff** - Campbell University

**Abstract:** With an increasing presence on college campuses, first-generation college students are courageously taking steps to achieve their educational and career goals. In addition to addressing academic demands and navigating the adjustment to college, first-generation students cope with other social, cultural, and financial pressures that can lead to mental health concerns and a failure to persist. It is essential for college counselors to recognize and respond to the needs of these students. Through sharing their clinical experience, stories of students, and a review of the current literature, the presenters will explore opportunities for the audience members to increase their visibility, accessibility, collaboration, and connection with first-generation students. Counselors will be challenged to consider ways they can better advocate for students on an individual and systemic level while attending to the complexity of intersecting identities among first generation students. Counselors will be encouraged to consider their roles in assisting first-generation college students beyond the initial adjustment to college including enhancing well-being, achieving career readiness, and preparing to become first-generation graduate and professional students.

**Learning Objectives:**

- To describe needs of first generation college students and to identify ways that college counselors can respond to those needs.
- To describe barriers to personal, interpersonal, and academic success including the impact of classism and class bias.
- To identify ways to advocate for the mental health and well-being of first generation college students on individual and systemic levels.

**Session Title:** Enhancing Cultural Competence in Working with Student Veterans

**Instructional Level:** Foundation

**Topic(s):**

- Diversity/Inclusivity

**Presenter Identified NBCC Content Area:** Social and Cultural Foundations

**Presenters:**

**Susan Powell** - William James College

**Michael Mullen** - William James College

**Akyla Joseph** - William James College

**James Graham** - William James College

**Abstract:** According to the Veterans Administration ([VA], n.d.), there is a growing number of student veterans on college campuses, with an increase of approximately 500,000 student veterans using their GI benefits in 2009, to over 1,000,000 doing so in 2013. With this number expected to increase by 20% in the next few years, it is critical that college counseling centers ensure that they are prepared to serve this population in a culturally competent manner. In this session, veteran and civilian presenters will provide an overview of military culture, characteristics of and diversity among student Veterans, and issues related to reintegration and pursuing a college education. Presenters will also discuss clinical implications and recommendations for serving veterans and military families, as well as the importance of counselor self-awareness of bias and/or stereotypes held about the military and veterans. The presenters will utilize their own experiences with this population in highlighting the importance of civilian-veteran collaboration to meet the needs of student veterans.

**Learning Objectives:**

- Participants will be able to: Describe key components of military culture
- Participants will be able to: Explain the diversity among student veterans
- Participants will be able to: Identify common issues among student veterans who are transitioning to college
- Participants will be able to: Discuss recommendations for how to best serve student veterans

**Session Title:** Legal, Ethical, and Clinical Implications of Campus Carry Legislation

**Instructional Level:** Intermediate

**Topic(s):**

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

**Presenters:**

**Josh Gunn** - Kennesaw State University

**Perry Francis** - Eastern Michigan University

**Abstract:** An increasing number of states are proposing and passing legislation that increases students' ability to bring guns onto college and university campuses. Initially, this program will examine the variability in campus carry legislation across states; for example, some states give campuses flexibility on how to implement the law and others do not. Second, we will explore the ethical and clinical issues that may arise as the day-to-day implications of the law are experienced. Finally, this program will discuss ways that counseling center staff can assist campus partners whose fear and anxiety has been aroused by campus carry legislation.

**Learning Objectives:**

- Participants will be able to describe the key components of campus carry legislation that has been passed.
- Participants will be able to explain ethical and clinical issues that may arise for counseling center staff working in states where campus legislation has been proposed or become law.
- Participants will be able to apply their understanding of the psychological impact of campus carry legislation to support their campus community.

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

**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:** Promoting the Resilience of African American Male Students in Professional School: Findings from a Pilot Study at ECU Brody School of Medicine

**Instructional Level:** Foundation

**Topic(s):**

- Outreach and Prevention
- Diversity/Inclusivity

**Presenter Identified NBCC Content Area:** Wellness and Prevention

**Presenters:**

**Sandy Acheampong** - East Carolina University

**Bernice Alston** - East Carolina University

**Abstract:** The number of black male students enrolling in US medical schools is less today than it was 40 years ago (Jacob, 2015). Reasons for this decline are multifactorial. For some black male medical students, the general stress of medical school is often compounded by a host of additional stressors including: limited relationships with faculty, lack of diverse role models, experiences with discrimination and social isolation, personal challenges, and debt (Dickins, Levinson, Smith, & Humphrey, 2013; Orom, Semalulu, & Underwood, 2013). Although the medical school challenges for black men have been frequently discussed in recent literature, significantly less discussion has occurred to address how these men navigate the challenges of physician training. A qualitative study was conducted of sixteen Black men who graduated from one medical school to assess perceptions of stressors as well as resiliency factors. Several themes emerged from the data concerning perceived academic inequities, the negative impact of stress, and social/spiritual resources that contributed to resiliency. Supporting the academic success and personal development of black male medical students requires understanding perceived stressors and a focus on helping black men build social and spiritual connections that contribute to a sense of belonging and resiliency.

**Learning Objectives:**

- Identify and discuss relevant literature findings concerning reasons for challenges of black men in professional schools such as medicine
- Discuss results of a qualitative pilot study of black male medical students conducted at East Carolina University Brody School of Medicine
- Discuss factors which contribute to resiliency of black men in medical school & professional schools
- Apply student development theory to case studies of black male medical students



**Session Title:** Connecting Our Worlds: Social Media vs Real Life

**Instructional Level:** Intermediate

**Topic(s):**

- Outreach and Prevention
- Counseling Techniques

**Presenter Identified NBCC Content Area:** Human Growth and Development

**Presenters:**

**Fawn Robinson** - Waynesburg University

**Bethany Taylor** - Waynesburg University

**Abstract:** The world of social media has become a crutch for many college-aged students. Digital devices and social media outlets have manifested into the main support systems and coping mechanism for real life stressors. Posting and connecting with friends, family, and strangers who are seen as "friends" motivates college students to seek external affirmation, validation, and the need to belong. The time spent on social media may lead to addictive behaviors and feelings of negative self-worth when social media outlets are not accessible. This presentation will focus on the influences of social media on real life situations and relationships. It will look at the development of mental health issues among college students due to the use of digital devices and social media outlets. The presentation will conclude with the audience discussing and creating techniques, strategies, and outreach methods to engage students in individual and group counseling sessions, campus activities, and prevention informationals.

**Learning Objectives:**

- To define social media's influence on college students' "real" lives
- To describe the mental health issues associated with social media usage
- To create techniques and strategies to engage college students within traditional and nontraditional settings