

Session Title: Interpersonal process, physical activity and omega-3: A pilot study exploring an integrative treatment condition serving highly distressed college students

Instructional Level: Foundation

Topic(s):

- Supervision/Clinical Training
- Counseling Techniques

Presenter Identified NBCC Content Area: Group Dynamics and Counseling

Presenters:

Tim Dinger - John Brown University

Abstract: The severity of mental health concerns and the demand for services among college students is on the rise (AAAUCD, 2015, pg. 65). Yet the rise in demand for services has not been met with a rise in budgetary dollars for most centers. Exploring alternative treatments and incorporating resources already available to students may provide a creative response without incurring additional costs. Traditional undergraduate students (TUG) presenting with anxiety, and or depression were randomly assigned to one of two conditions. Each condition was delivered by graduate-student-counselors (GT's). The experimental condition was an interpersonal-process group coupled with teaching learning skills e.g., identifying and managing rumination, and monitoring behaviors believed to enhance coping strategies, e.g., physical exercise and omega-3 supplements. Students assigned to the treatment-as-usual condition met with a GT for individual counseling. Pre and posttests assessed change in distress levels reported on the Counseling Center Assessment of Psychological Symptoms (CCAPS). Participants also completed the Beck Depression Inventory and/or the Beck Anxiety Inventory. *This research was funding in part by an ACCA grant awarded January, 2017.

Learning Objectives:

- Discuss research on the mind-brain-body connection to mental health and wellness.
- Critique the study's outcome in lieu of research, theory and practice of group therapy, client selection, participation and compliance with a wellness intervention
- Discuss how collaborative interventions build community awareness of and support for mental health needs of students and your counseling center.
- Discuss the ethical and logistical challenges of collaboration

Session Title: Fostering connections with diverse students: Mindfulness practices as a creative intervention to help college counselors foster cultural humility and connections.

Instructional Level: Intermediate

Topic(s):

- Diversity/Inclusivity
- Supervision/Clinical Training

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

Presenters:

David Johnson - Wake Forest University

Mark Scholl - Wake Forest University

Felix Morton IV - Wake Forest University

Abstract: College counselors must connect with students to provide a wider array of services (preventative, intermediate interventions, and intensive psychotherapy; Drum & Lawler, 1988) to an increasingly diverse student body (Clauss-Ehlers & Parham, 2014). Recent conceptual and empirical work has suggested that fostering counselor mindfulness may help counselors establish and maintain sustainable and flexible relationships in a variety of service settings (Greason & Welfare, 2013; Johnson, 2017) while cultural humility can foster connections with clients from diverse backgrounds (Ivers, Johnson, Clarke, Berry, & Newsome, 2016; Yeager & Bauer-Wu, 2013). In this presentation, participants will learn how developing a personal mindfulness practice can help college counselors foster and maintain connections with students that yield positive outcomes across a variety of service delivery modalities in a college/university counseling setting. The authors will also discuss how mindfulness may foster cultural humility among college counselors, thus enhancing the ability to connect with diverse clients. Finally, participants will have the opportunity to engage in a variety of mindfulness practices that can be incorporated into daily life.

Learning Objectives:

- Participants will be able to describe how fostering counselor mindfulness can improve enhance the formation and maintenance of therapeutic relationships.
- Participants will be able to describe how cultural humility can improve a counselor's ability to connect with diverse students.
- Participants will have the opportunity to practice mindfulness activities that can foster counselor mindfulness and cultural humility.

Session Title: Creative ways to engage: Utilizing free technology in counseling, outreach, consulting, collaboration, and academic support.

Instructional Level: Foundation

Topic(s):

- Outreach and Prevention

Presenter Identified NBCC Content Area: Wellness and Prevention

Presenters:

Gwendolyn Tyson - East Carolina University

Melissa Wallace - East Carolina University

Abstract: College counseling professionals are likely to engage students, faculty, and staff in academic support, outreach, consulting and collaborative services, and traditional counseling responsibilities (Asidao & Sevig, 2014). With an increasing significance and mandate for engagement on university and college campuses across the nation, many counseling centers are spearheading attempts to meet these demands, but often with limited resources (Bain, 2014). To address the needs of the campus community and maximize available resources, one departmental counseling center is implementing creative strategies to engage students, faculty, and staff utilizing a variety of free technology tools accessible to anyone with an electronic device (i.e. smart phone, tablet, laptop). A comprehensive review of strategies including specific tools and examples of how each tool can be utilized will be presented, and participants will have an opportunity to evaluate each tool discussed. Best practices in technology use and ethical considerations (ACA, 2014) will be reviewed.

Learning Objectives:

- Participants will acquire free technology tools that can be used to intentionally engage any audience.
- Participants will discuss application of technology tools in practices with those on and off college campuses.
- Participants will consider benefits and barriers of utilizing each tool. Participants can bring smart phones or other electronic devices.

Session Title: Diversity/Inclusivity: Reaching out to underrepresented students to create and promote environments of inclusivity

Instructional Level: Intermediate

Topic(s):

- Outreach and Prevention
- Diversity/Inclusivity

Presenter Identified NBCC Content Area: Social and Cultural Foundations

Presenters:

Stephanie Rubain - North Carolina State University

Eileen Haase - North Carolina State University

Yuka Kato - North Carolina State University

Rose Jerome - North Carolina State University

Abstract: The need for mental health services for college students is growing and College Counseling Centers are busier than ever. With the increased demand and service utilization on college campuses, attention to inclusion of underrepresented students is necessary. Inclusive cultural empathy describes a dynamic perspective that balances both similarities and differences, and was developed to nurture a deep understanding of the counseling relationship in its cultural context (Pedersen & Pope, 2010). College counselors have the opportunity to foster inclusive cultural empathy beyond their therapeutic relationship and have an ethical responsibility to ensure equal access to service for all students (Garcia et al., 2014).

The 2018 ACCA Conference will allow an opportunity for higher education mental health professionals to connect and learn from each other. The NC State University Counseling Center will present an interactive panel discussion that will engage audience members in discussing ways to increase best practices in providing culturally affirming outreach and therapeutic services that promote inclusive environments for underrepresented and marginalized students on college campuses. We will outline and share highlights from our program and then split participants into small groups where they will discuss their experiences and brainstorm best practices to bring back to the larger group.

Learning Objectives:

- To provide opportunity for creative and courageous conversations about serving underrepresented and marginalized students on college campuses, and identifying and compiling best practices for providing culturally affirming outreach and therapeutic service
- To provide opportunity for creative and courageous conversations that promote student communities of inclusivity.
- To increase understanding and awareness of the barriers and challenges to inclusivity from a community-based approach.
- To identify campus resources while honoring multiculturally affirming underrepresented students at a southern PWI college campus.

Session Title: Connecting Graduate Students to Mental Health Resources and Services

Instructional Level: Foundation

Topic(s):

- Outreach and Prevention

Presenter Identified NBCC Content Area: Wellness and Prevention

Presenters:

Jennifer Drabowicz - The University of Memphis

M. Kyle Capstick - The University of Memphis

Abstract: The National Survey of College Counseling Centers (Gallagher, 2014) reports that an overwhelming majority of college counseling centers are seeing an increase in enrollment of students with severe psychological distress. However, the majority of studies examining mental health problems on college campuses primarily focus on undergraduate students. Graduate students are not immune to mental health problems and these problems can negatively impact academic progress and degree completion (Wyatt & Oswald, 2013). Unfortunately, graduate students often underutilize counseling services for a variety of reasons unique to this population including financial concerns, time restraints, stigma, fear of being perceived as incompetent, and lack of awareness of campus services due to failure to specifically target graduate students (El-Ghoroury, Galper, Sawaqdeh, & Bufka, 2012; Hyun, Quinn, Madon, & Lustig, 2007; Oswald & Riddock, 2007). This presentation will report on the prevalence of mental health concerns in graduate students, discuss unique stressors experienced by graduate students contributing to mental health, psychological distress, and barriers to seeking help, and identify ways to connect students to available services in order to promote optimal academic functioning and overall well-being.

Learning Objectives:

- The learner will be able to identify unique factors that contribute to graduate student mental health concerns and barriers to seeking help.
- The learner will discuss ways to engage, promote, and align various systems to encourage graduate students to seek help with mental health concerns.

Session Title: Getting Past Go: helping young men transition from addiction to adulthood

Instructional Level: Intermediate

Topic(s):

- Supervision/Clinical Training
- Counseling Techniques

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

Presenters:

John Dyben - Origins Behavioral HealthCare

Abstract: For young men who are struggling with substance use disorder, the successful transition from adolescent to adult, from irresponsibility to accountability and self-reliance, is a daunting challenge on a daily basis. Heroin often seems to be an answer and substance of choice. We address underlying issues of substance use disorder and relapse, such as trauma, among young male adults and examine successful treatment in a three-phase peer living setting. Addiction treatment must incorporate building basic living skills, and developing a sense of identity, reliability and self-reliance. "Failure to launch" clients learn to tap the courage and Twelve Step support systems to live well in relationship with self and others without drugs or alcohol. Clinical experience shows that completion of primary treatment is often too abrupt to maintain or establish healthy and purposeful living or college participation. A phased residential program engages clients in building living skills, and peer camaraderie with experiential activities. Individual therapies may include Motivational Interviewing and Cognitive Behavioral Therapies, integrated with psych-educational sessions and experiential programming. Family educational sessions during treatment emphasize family recovery. The client learns his own worth, not compared to an idealized image. The transition to responsibility becomes real, and full, balanced adulthood attainable.

Learning Objectives:

- Relate young male addiction in adolescence and early adulthood to inability to mature socially and emotionally.
- Evaluate and discuss the family dynamics in young male addiction and relapse.
- Explain elements of three-phase residential programming that builds psychosocial maturity in recovery.
- Relate practice to case studies that engage in client with daily life skills and the courage of building personal recovery.

Session Title: Creativity in Academic Counseling: Using Pop Culture to Foster Student Success by Strengthening Noncognitive Skills

Instructional Level: Intermediate

Topic(s):

- Outreach and Prevention

Presenter Identified NBCC Content Area: Wellness and Prevention

Presenters:

Courtney Walters - North Carolina State University

Samantha Simon - North Carolina State University

Christin James - North Carolina State University

Abstract: Many college counseling centers offer some type of academic counseling, academic success workshops, or similar programming. In recent years, researchers and practitioners in higher education have become increasingly interested in a variety of noncognitive skills and their relationship to academic success and achievement. This presentation will provide an overview of noncognitive factors, then explore strategies to strengthen and improve these in college students. Using pop culture references that are familiar to college students can provide them with a fun experience, increasing the likelihood of student engagement, while also encouraging learning and growth.

Learning Objectives:

- Define and review five categories of noncognitive factors or skills: 1) Academic behaviors, 2) Academic perseverance, 3) Academic mindsets, 4) Learning strategies, 5) Social skills
- Discuss strategies to assess and strengthen noncognitive factors in college students.
- Demonstrate how pop culture can be used to engage students with workshop titled "The Ordinary Magic of Resilience: Examining Risk Factors and Protective Factors."