

Session Title: Metacognitive Therapy: Introduction to a Third Wave Therapy

Instructional Level: Foundation

Topic(s):

- Counseling Techniques

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

Presenters:

Matthew Kridel - University of South Alabama

Abstract: Third wave therapies share less of an emphasis on the content of cognitions and more of a focus on the mechanisms by which these cognitions and associated behaviors are maintained (Kahl, Winter, & Schweiger, 2012). One of the lesser known third wave therapies is metacognitive therapy (MCT). This therapy focuses on metacognition - or thoughts about thoughts - and the influence these metacognitive beliefs have on cognition, emotion, and behavior. Metacognitive therapy has been found to be efficacious in the treatment of depression, anxiety, OCD, PTSD, among other mental health problems. This session will introduce attendees to the theory, techniques, measures, and literature on this unique therapy, as well as a discussion on its applicability to college students. Counselors will walk away with new ideas and tools for their practice.

Learning Objectives:

- Attendees will be able to discuss the basic theory of metacognitive therapy, including the S-REF model and cognitive attentional syndrome (CAS).
- Attendees will be able to describe techniques of metacognitive therapy, including attention training technique (ATT), detached mindfulness (DM) and metacognitively focused Socratic dialogue and exposure.
- Attendees will be able to identify positive and negative metacognitive beliefs.
- Attendees will be able to select assessments for use in metacognitive therapy, including the MCQ-30, MWQ, and TFI.
- Attendees will be able to identify major resources for further study of metacognitive therapy, including foundational texts and peer-reviewed literature.

Session Title: We're All on the Same Team: A Holistic Approach to Student-Athlete Wellness

Instructional Level: Foundation

Topic(s):

- Outreach and Prevention
- Diversity/Inclusivity

Presenter Identified NBCC Content Area: Wellness and Prevention

Presenters:

Anna Grajek - Alma College

Abstract: The world of college athletics is challenging and multi-faceted, with the student-athlete population being a minority, and at-risk population on most campuses. This provides a challenge to every college counseling center to build relationships, consult, and better educate those with direct contact to student-athletes on mental health and wellness as well as available resources to connect and support. Additionally, providing information and insight to counselors on the unique experience, pressures and struggles for the student-athlete is essential in helping them better understand the unique role athletics plays in identity, self-care, and support. This is particularly important as events such as injuries and concussions can have a negative impact on daily life and mental health as well as exacerbating a pre-existing situation. As counselors may not be the initial contact, outreach to those in that role (athletic trainers, AT-students, and coaching staff) can be a key step in raising awareness and providing education in order to provide better intervention, referrals, and care.

Learning Objectives:

- Participants will examine barriers and belief systems that may prevent or delay student-athletes from seeking services.
- Participants will identify and develop resources and strategies to better serve student-athletes by case review and group discussion.
- Participants will explore typical student-athlete transitions and events that may have an impact on mental health.

Session Title: Increasing Counseling Center Outreach and Promoting Diversity in the Mental Health Fields through a Community College Peer Educator Program

Instructional Level: Intermediate

Topic(s):

- Diversity/Inclusivity

Presenter Identified NBCC Content Area: Career Development and Counseling

Presenters:

Esther Levy - Bronx Community College - CUNY

Emalinda McSpadden - Bronx Community College - CUNY

Abstract: The benefits of peer programs (Walther, Abelson & Malmon, 2014) and experiential learning (Mourshed, Farrell & Barton, 2012) are well documented. Licensed counselors are poised to train and mentor students pursuing careers in the mental health fields, especially in community colleges, where mental health internships are rare. Peer programs also expand outreach as students are more likely to express needs to peers. Some students, however, are more easily engaged when they see themselves reflected in personnel (Stebbleton & Soria, 2013). Though the gap is narrowing, racial and ethnic minorities are under-represented in the mental health professions (Santiago & Miranda, 2014). Colleges can take steps to hire more diverse peers. Programs that provide minority students with on-campus part-time employment have been shown to aid retention and graduation rates, especially for first-generation students (Stern, 2014). A college mental health peer educator program can contribute to increasing diversity among the next generation of licensed mental health professionals. Staff and faculty at Bronx Community College collaborated in 2014 to develop a peer educator and career development program for BCC students pursuing careers in the mental health fields. We will share our model and experiences in the hopes of encouraging others to create similar programs.

Learning Objectives:

- Participants will predict the benefits of a hybrid peer education and career/workforce development program to various stakeholders at their institutions – students, student-peers, counseling centers, faculty and college administrators.
- Participants will utilize the framework and the curriculum outline from the presented model to begin to create a model that fits the needs of their own institution.
- Participants will assess the diversity among outreach and education staff/interns and identify strategies to increase diversity to reflect the needs of the student body.
- Participants will identify on and off campus collaborations that could serve to strengthen such a program.
- Participants will identify strategies that may serve to patch the "leaky pipeline" for under-represented students pursuing careers in mental health fields.

Session Title: The Role of Supervision in Promoting Resilience in Counselors-in-Training

Instructional Level: Intermediate

Topic(s):

- Supervision/Clinical Training

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

Presenters:

Lakitta Johnson - Jackson State University

Chaiquia Harris - Jackson State University

Ronica Arnold Branson - Jackson State University

Regina MCMurtery - Jackson State University

Abstract: Resiliency is a person's ability to respond in the face of adversity (Yeager & Dweck, 2012). Counselors-in-training are in the unique position of facing challenges, balancing school, work, family, and other personal responsibilities. Counselor educators focus on training students how to help clients cope with personal, professional, emotional and varying issues. University and site supervisors focus on helping trainees adequately work with their clients. Due to the many areas supervisors and counselor educators have to focus on to prepare trainees, oftentimes preparing students to cope with their own problems is overlooked. It is universally known that burnout plagues the counseling field (Jenaro, Flores, & Arias, 2007). The Council for Accreditation of Counseling & Related Educational Programs (CACREP, 2016) stipulates counselor supervision for counselors –in-training. The American Counseling Association (ACA, 2014) instructs supervisors to monitor performance and professional development of counselors-in-training. Supervision from both university and site supervisors is a great resource to promote resiliency in counselors-in-training. In fact, Skovet, Grier & Hanson (2001) found the increasing of counselor resiliency to decrease burnout as well as it being one way to facilitate ethical, professional and personal development. Supervisors should promote resiliency during internship and practicum to help build student sustainability.

Learning Objectives:

- Participants will describe the definition and characteristics of resilience.
- Participants will describe the important role of supervision in training practicum and internship students.
- Participants will list strategies to promote resiliency through supervision.

Session Title: A New Empirically Based Model of Suicide Assessment for College Students: The SIMPLE STEPS Model

Instructional Level: Intermediate

Topic(s):

- Supervision/Clinical Training
- Counseling Techniques

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

Presenters:

Jason McGlothlin - Kent State University

Abstract: Working with suicidal clients have been found to be one of the most difficult and anxiety producing aspects of counseling. Simply teaching how to conduct a comprehensive suicide assessment frequently evokes strong emotions in students. Much of the anxiety and emotionality of working with suicidal clients begins with a fear of the unknown and an inability to conceptualize suicidality in a holistic manner. Based on a study of over 12,000 callers to a suicide prevention hotline (over 4,000 of which are college age-students), the goal of this presentation is to take the mystique out of suicide assessment, inform attendees of ways to conceptualize suicidality, and present a comprehensive and empirically based model of suicide assessment. Multiple handouts and assessments will be provided to attendees. The data that supports this presentation is longitudinal ranging from 2008 to 2016. New data that supports this model will be presented that has not been yet published.

Learning Objectives:

- Attendees will be able to use a new empirically based model of suicide assessment with college age students.
- Attendees will be able to better predict suicide with college age students after this presentation.
- Attendees will discuss ways to implement the SIMPLE STEPS Model within their current college counseling practice.
- Attendees will critique the psychometric properties of current models of suicide assessment.
- Attendees will discuss current suicide assessment practices and critique such practices.

Session Title: Critical contemplation: Being mindful about the use of mindfulness in college mental health

Instructional Level: Intermediate

Topic(s):

- Diversity/Inclusivity

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

Presenters:

Eric Thurnauer - New York University

Abstract: The growth of interest in mindfulness over the past decade has been an exciting development for many clinicians in higher education. Mindfulness has provided new tools to address student mental health, at a time when levels of stress are skyrocketing, and older treatment paradigms may no longer feel adequate to address student needs. Despite this enthusiasm, a more skeptical perspective has also emerged. Critics have questioned the ways in which mindfulness has been stripped of its original cultural context and adopted as a tool for self-regulation and performance enhancement. By neglecting to acknowledge the social and political factors that create and perpetuate suffering, they argue, Western mindfulness inadvertently promotes adaptation to inequitable social conditions, rather than challenging the oppressive structures that are the source of stress. For clinicians, the debate raises pressing, if uncomfortable, questions. To what extent has mindfulness been used to promote what Erich Fromm has called the "pathology of normalcy?" How can mindfulness interventions for students better engage with issues of social justice and identity based stress? This session will address these questions with the goal of fostering a critical perspective that harnesses mindfulness' benefits while engaging the social, economic, and political context of students' lives.

Learning Objectives:

- Analyze limitations of contemporary Western applications of mindfulness with regards to issues of social justice and social change.
- Apply a critical perspective to the use of mindfulness in higher education settings.
- Discuss recommendations to create socially conscious mindfulness programming that can be used by participants at their own campuses.