

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: 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.

Session Title: OUTREACH without OUTSTRETCHING: Effective programming strategies for various institution types and budgets

Instructional Level: Intermediate

Topic(s):

- Outreach and Prevention

Presenter Identified NBCC Content Area: Wellness and Prevention

Presenters:

Katherine Bender - Bridgewater State University

Abstract: Theoretically, we have know we have reached the students who regularly show up for appointments and groups in our counseling centers; but how do we reach students who are unlikely to show up at our counseling centers? Effective mental health programming across campus continues to challenge us yet, we know that based on the The International Association of Counseling Services (IACS) standards' we are obligated to engage our campus communities in outreach activities on personal development. This session will describe different successful mental health programming efforts held at various institution types (community colleges, residential colleges, and graduate professional schools) with limited budgets. Tips and tricks for strategic marketing, cross campus collaboration, and creative engagement with the college community will be shared.

Learning Objectives:

- Based on the programming examples given, design a creative, cross campus, low cost program to duplicate at attendee's home institutions.
- Compile marketing tactics for advertising mental health programming that both attracts students to attend and destigmatizes mental health topics.

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: Forming Connection through Courageous Conversations

Instructional Level: Intermediate

Topic(s):

- Diversity/Inclusivity
- Supervision/Clinical Training

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

Presenters:

Amy Cavanaugh - University of North Carolina Wilmington

Leia Charnin - University of North Carolina Wilmington

Abstract: Literature supports that highly competent supervisors are open to conflict and interpersonal processing, which includes willingness to be vulnerable about shortcomings, mistakes, and developmental growth (Bernard & Goodyear, 2014; Brown, 2012). Courageous conversations about such reflections are associated with stronger supervision alliances and opportunities for supervisors to model such vulnerability (e.g., Nelson, Barnes, Evans & Triggiano, 2008; Shafranske & Falender, 2017). In this breakout session, we will discuss ways to use vulnerability to foster courageous conversations, such as consulting about developmental and sociocultural factors, processing conflicts, changing supervision dynamics and engaging in the use of self in clinical work (Watkins, 2014). Within difficult conversations, we will also discuss ways to accentuate supervisee strengths. Facilitators will provide information regarding core aspects of cultural competent supervision, and present case examples demonstrating vulnerability through primary, secondary, and group supervision. Participants will be encouraged to use a movement values exercise and worksheet to reflect on their current understanding of courage and connection. Additionally, participants will actively engage in discussion, reflect on their own experiences of vulnerability, and brainstorm ways to apply skills to facilitate courageous conversations in supervision.

Learning Objectives:

- Attendees will identify skills to help supervisees apply the experience of vulnerability to their clinical work.
- Attendees will self-reflect on their knowledge about implementation of culturally competent clinical supervision and identify areas of growth.
- Attendees will create a plan to apply strategies to contextualize barriers to difficult conversations, process conflicts, and build self-efficacy to be vulnerable in their supervisees.

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: 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: 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: 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: 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.
- Critiqu 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: 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: Creating and Sustaining a Thriving Internship Experience

Instructional Level: Intermediate

Topic(s):

- Supervision/Clinical Training

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

Presenters:

Mark Eades - The University of North Carolina at Greensboro

Susan Blake - The University of North Carolina at Greensboro

Abstract: Finding a professionally rewarding internship can be highly influential in a developing counselor's career; where a counselor is able to incorporate experience, skills, competencies, and site supervision to move from novice to budding professional (Roberts & Morotti, 2001). The training program of a college counseling center can aid in trainee development by screening potential trainees thoroughly (Steadman & Schoenfeld, 2011), by becoming well versed in supervision methods (Cornish & Riva, 2005), and by being experts in working with time-limited counseling theories and discussing their application with trainees (Bishop, 2006). In addition to the methods listed above, college counseling centers are also well poised to engage interns in outreach opportunities, group counseling, consultation with faculty and staff, risk assessment procedures, and exposure to future job opportunities. This presentation will highlight the vital components of a college counseling internship program and will go into detail about how each part is accomplished through a typical academic year. Issues such as the intern selection process, supervisor selection and training, assessment procedures, intern inclusion vs. exclusion in senior staff events, coordination with local graduate programs, valuing diversity, addressing issues with trainee development, and sticking to a cohesive vision will all be discussed.

Learning Objectives:

- Participants will be able to identify the key components of a successful training program in a college counseling center
- Participants will learn about specific issues within a college counseling training program and how to proactively address these issues.
- Participants will learn to implement and improve their training program through the use of formal and informal assessments.

Session Title: Caseload management at High Volume Counseling Centers.

Instructional Level: Foundation

Topic(s):

- Administration/Leadership
- Supervision/Clinical Training

Presenter Identified NBCC Content Area: Research and Program Evaluation (this includes research methods, statistical analysis, etc. and may be the content area for the above session)

Presenters:

Dan Elreda - Virginia Commonwealth University

Abstract: The purpose of this presentation is to introduce the audience to important factors that shape a clinician's caseload based on the available literature. These factors include institutional demands, clinician beliefs, and client characteristics. The presentation will then explore how to use counseling center data (data in this presentation is from one large, urban, public university) about the in-flow of clients to construct expectations regarding how many clients staff and trainees are expect to place on their caseload per week. The presentation concludes with how to plan and reassess your caseload for an academic year again based on data. It should be that VCU's counseling center employs at pseudo-incorporation model (no wait-list) with regards to handling client in-flow.

Learning Objectives:

- The learner will be able to design a caseload based on the information provided.
- The learner will be able to plan and reassess their caseload throughout the academic year.

Session Title: (Out)reaching today's LGBTQ+ college students

Instructional Level: Intermediate

Topic(s):

- Outreach and Prevention
- Diversity/Inclusivity

Presenter Identified NBCC Content Area: Social and Cultural Foundations

Presenters:

Valerie Faure - University of Delaware

Jeremy Cohen - University of Delaware

Mark Mason - University of Delaware

Abstract: LGBTQ+ college students are often an underserved population and, while resilient, may be at higher risk for mental health concerns due to minority stress. College counseling centers have made great strides in offering individual and group counseling that acknowledge and affirm the unique experiences of LGBTQ+ students. Although traditional efforts can be effective and send an important message of inclusion, many LGBTQ+ students still face barriers in accessing mental health services. This presentation will review the development, implementation, and maintenance of Lavender Chats, a flexible and open outreach/group approach to meet the needs of today's LGBTQ+ students attending a four-year, public U.S. university. Presenters will address strengths of this approach, challenges, next steps, and applicability at other colleges and universities through didactic lecture, a case study presentation, and group discussion. The presentation will also highlight the importance of understanding our own intersecting identities in order to best facilitate such services.

Learning Objectives:

- Describe the challenges faced by college counseling centers in providing services to meet the needs of a new generation of LGBTQ+ college students.
- Explain the benefits of a flexible outreach/group approach for working with LGBTQ+ college students.
- Describe the potential challenges of this approach and generate possible solutions.
- Assess ways to partner with stakeholders and apply this approach at different institutions.
- Demonstrate self-awareness regarding intersecting identities and how these identities may affect facilitation of outreach/group services with LGBTQ+ college students.

Session Title: The Application of Mindfulness Practices for College Students - Part I

Instructional Level: Foundation

Topic(s):

- Outreach and Prevention
- Counseling Techniques

Presenter Identified NBCC Content Area: Wellness and Prevention

Presenters:

Alan Forrest - Radford University

Patricia Shoemaker - Radford University

Angela Cardenas - Radford University

Abstract: Mindfulness practice is an experiential mode of learning and self-inquiry. It is the intentional attending to what is happening in the present moment without judgment or reactivity. Studies have shown that mindfulness can foster greater empathy and communication skills, improve focus and attention, reduce stress, promote emotional balance and a deeper sense of compassion, and enhance creativity and general well being. The purpose of this pre-conference session is to introduce and provide participants with a fundamental understanding of mindfulness through the exploration of neuroscience, theory, practice and science of mindfulness, self-awareness, self-regulation, and understanding. This session will be highly experiential and structured in a "retreat" format and is designed for both new and experienced meditation practitioners to provide an oasis of calm and serenity in our busy modern lives. Participants will be guided through a series of sitting and walking meditation practices that will give them the tools and momentum to work effectively with college students and learn how to incorporate mindfulness into the college student's experience.

Learning Objectives:

- After attending and experiencing the Pre-conference session, participants will be able to understand and describe five specific mindfulness strategies of the mind and body in their work with college students.
- Participants will be able to demonstrate effective mindfulness practices with college students in their specific work setting within 1-4 weeks after completing the session.
- Participants will be able to cultivate greater awareness, presence, compassion, and vitality of self in working with college students.

Session Title: The Application of Mindfulness Practices for College Students - Part II

Instructional Level: Foundation

Topic(s):

- Outreach and Prevention
- Counseling Techniques

Presenter Identified NBCC Content Area: Wellness and Prevention

Presenters:

Alan Forrest - Radford University

Patricia Shoemaker - Radford University

Angela Cardenas - Radford University

Abstract: Mindfulness practice is an experiential mode of learning and self-inquiry. It is the intentional attending to what is happening in the present moment without judgment or reactivity. Studies have shown that mindfulness can foster greater empathy and communication skills, improve focus and attention, reduce stress, promote emotional balance and a deeper sense of compassion, and enhance creativity and general well being. The purpose of this pre-conference session is to introduce and provide participants with a fundamental understanding of mindfulness through the exploration of neuroscience, theory, practice and science of mindfulness, self-awareness, self-regulation, and understanding. This session will be highly experiential and structured in a "retreat" format and is designed for both new and experienced meditation practitioners to provide an oasis of calm and serenity in our busy modern lives. Participants will be guided through a series of sitting and walking meditation practices that will give them the tools and momentum to work effectively with college students and learn how to incorporate mindfulness into the college student's experience.

Learning Objectives:

- After attending and experiencing the Pre-conference session, participants will be able to understand and describe five specific mindfulness strategies of the mind and body in their work with college students.
- Participants will be able to demonstrate effective mindfulness practices with college students in their specific work setting within 1-4 weeks after completing the session.
- Participants will be able to cultivate greater awareness, presence, compassion, and vitality of self in working with college students.

Session Title: Introduction to CAS Standards for Counseling Services: Uses for the College Counseling Centers

Instructional Level: Foundation

Topic(s):

- Administration/Leadership

Presenter Identified NBCC Content Area: Research and Program Evaluation (this includes research methods, statistical analysis, etc. and may be the content area for the above session)

Presenters:

Perry Francis - Council for the Advancements in Higher Education

M.J. Raleigh - Highpoint University

Abstract: The Council for the Advancement for Standards in Higher Education has well developed specialty standards for college counseling centers that can be used in numerous ways including advocating for support for the center, self assessment, program evaluation, outcome research, and staff development. This presentation will provide the participants with the necessary information to begin the process of planning a CAS self-study including tailoring it to meet the diverse needs of the profession.

Learning Objectives:

- To increase the knowledge of CAS standards and guidelines, particularly as related to Counseling Services, and to develop familiarity with their uses.
- To develop awareness of CAS and of the functional area standards
- To develop understanding of the standards and guidelines for Counseling Services and of their uses for self-study and assessment of counseling services
- To develop comfort with using learning and development outcomes in counseling practice

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: Using telehealth to provide students access to University counseling services

Instructional Level: Foundation

Topic(s):

- Counseling Techniques

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

Presenters:

James Hagenbaugh - Thomas Jefferson University

Abstract: The majority of college counseling center do not utilize telehealth to provide counseling to students despite evidence that telehealth improves access to care and is associated with high patient satisfaction. This presentation will discuss how telehealth is currently used in a University counseling center for therapy and medication management. Additionally, the presenter will review the effectiveness of telehealth, clinician and client's perceived impact on the therapeutic alliance, and applicable state laws and ethics.

Learning Objectives:

- To inform participants about the use of telehealth at a University counseling center
- Analyze current laws and ethics regarding telehealth
- Discover the differing opinions between clinician and client regarding the therapeutic relationship
- Identify students that may benefit from telehealth services

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: Beyond the Counseling Session

Instructional Level: Foundation

Topic(s):

- Outreach and Prevention

Presenter Identified NBCC Content Area: Wellness and Prevention

Presenters:

Tracy Hill - Moravian College

Rosemarie Williams - Moravian College

Abstract: Within the last decade, counseling centers across the country have seen an uptick in the number of students requesting individual counseling as well as those in need of crisis interventions. The higher demand for counseling is placing a strain on counseling center resources and traditional methods of providing counseling. We believe that we can do more than individual counseling by providing response to interventions at the tier one level - all persons on campus. Through this proactive rather than reactive approach we are able to provide education, prevention and communication to a broader audience. Moreover, our students are able to be an active member in our outreach and programming, giving them a voice on campus. This tier one approach to counseling in higher education has been well received on our campus and in the broader community. We will discuss more than a dozen programs and activities that we have implemented in this tier one, proactive approach to outreach and prevention.

Learning Objectives:

- Design new ways to perform outreach and programming on campus.
- Design new outreach and programming in the broader community.
- Prepare and create annual reports for your own counseling centers.
- Assess the viability of programs that may or may not work in your setting.

Session Title: Small Office, Big Impact: Reimagining Outreach on Small College Campuses

Instructional Level: Foundation

Topic(s):

- Outreach and Prevention

Presenter Identified NBCC Content Area: Wellness and Prevention

Presenters:

Emily Holmes - Greensboro College

Abstract: Research has shown the importance of campus outreach by college counseling centers; however, many small college counseling centers face a number of challenges when it comes to providing outreach, awareness, and prevention programming. Some of these challenges include having fewer staff, smaller budgets, and limited time and resources available to plan and execute programs while balancing counseling and other responsibilities. But just because small colleges don't have the same resources as large universities doesn't mean that they cannot implement meaningful programs for the students on their campuses. Topics such as wellness, mental health, suicide prevention, substance use, and sexual and dating violence can be addressed effectively on small campuses with a little creative thinking and a willingness to connect and collaborate with potentially untapped resources both on campus and in the community. By embracing their smallness and reimagining outreach, small college counseling centers can have a big impact. This session will explore the challenges and benefits of working at a small college and provide five key elements for creating quality outreach programs on small campuses.

Learning Objectives:

- Discuss the importance of counseling center outreach, especially on small campuses
- List the benefits and challenges of working on a small campus
- Identify key stakeholders both on and off campus with whom to connect and collaborate
- Describe key elements for creating meaningful campus outreach at small colleges

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: Adulting 101: Mastering the Art of Becoming an Adult Through Creative Academic Coaching

Instructional Level: Foundation

Topic(s):

- Supervision/Clinical Training

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

Presenters:

Timothy Hunt - University of North Carolina at Pembroke

Samantha Simon Lohorn - North Carolina State University

Norma Pena - University of North Carolina at Pembroke

Jose Gonzalez - University of North Carolina at Pembroke

Abstract: This session will introduce academic coaching, specifically for students who are on academic probation, and where it fits into the counseling profession. The Striving Toward Academic Recovery (STAR) program allows master's level counselors-in-training to develop and enhance their core counseling skills and techniques, whilst incorporating creative measures using components of transactional analysis, expressive arts therapy, motivational interviewing, and cognitive behavioral therapy to groups and individuals. Overall, the program introduces a multidisciplinary approach to improving retention rates, improving clinical skill, providing internship opportunities, fostering multicultural growth, and enhancing the overall wellness for college students. Participants will get the chance to experience mock academic coaching sessions, hear from interns at the site how academic coaching has impacted them and their clients, and get hands-on experience with some of the creative materials used in the center's work. This program will include lecture, discussion, and experiential learning. Participants will learn how vital this program is, how it plays a role in retention, how it shapes future counselors, and how it de-stigmatizes traditional counseling for the students involved.

Learning Objectives:

- Utilize and apply creative tools from demonstrations in the counseling room.
- Discuss how an academic college coaching center is ran, the functions, and how to replicate.
- Discuss the need of college coaching centers on campuses.

Session Title: Challenge Islamophobia: Learn how to Effectively Engage With the Spiritual/ Religious Identities of Students who Identify as Muslim, in Your Clinical Practice

Instructional Level: Foundation

Topic(s):

- Diversity/Inclusivity

Presenter Identified NBCC Content Area: Social and Cultural Foundations

Presenters:

Aliya Ismail - University of Miami

Abstract: Students who identify as Muslim may face a number of stressors on college campuses: overt and covert discrimination, unique challenges around identity formation and expression, as well as encountering college campus clinicians who are hesitant to engage with their spiritual/religious identities in therapy. The purpose of this introductory seminar is to provide clinicians with knowledge and tools to support college students who identify as Muslim, in a culturally competent manner. Participants will learn how to understand the diversity within spiritual and religious Muslim identities and how these identities intersect with ethnicity, culture and geopolitical contexts. Cultural variances in the conceptualization of distress and healing that students may present with, will also be discussed. Finally, the distinctive stressors that Muslim students may face during their college campus experience will be explored. Throughout the seminar, tangible strategies for integrating students' Muslim identity into clinical practice will be provided. Participants will be encouraged and obliged to engage in critical thinking, discussion and in the reflection of their biases.

Learning Objectives:

- Identify the basic concepts, structures and terminology of Islam.
- Describe the intersections and contexts of faith, ethnicity, geopolitics and culture in how they shape identity.
- Describe how these above contexts shape the conceptualization of distress and healing in students who identify as Muslim.
- Recognize the psychological and social stressors unique to college students who identify as Muslim.
- Identify culturally sensitive strategies of integrating Muslim religious and spiritual identities into clinical practice.

Session Title: Health Behavior Change and Emerging Adult Development: Considerations for Connecting with University Students

Instructional Level: Foundation

Topic(s):

- Supervision/Clinical Training
- Counseling Techniques

Presenter Identified NBCC Content Area: Human Growth and Development

Presenters:

Justin Jacques - The George Washington University

Abstract: Increasingly emerging adult clients entering university counseling centers may be facing the need to make significant health behavior changes. Sometimes these health changes may be life saving. A salient example is the overweight and obesity epidemic in the U.S. Per a (2014) CDC report the percentage of adults 20 years and over that are overweight is 70.7 percent. A foundational issue related to these chronic and persuasive health behavioral issues is that change at this stage of development becomes more difficult. However, specific strategies and interventions have been identified in the literature that may be especially helpful with health behavior change (Baum et al., 2012). An example intervention would be the use of social media, which has been found to have considerable potential as a tool for health promotion and education (Korda & Itani, 2013). When an intervention that promotes positive health behavior change include a solid understanding of the individuals, the social milieu, and environmental contexts, and their influence on their health behaviors, the chances are good that they will be effective (Glanz & Rimer, 2008). The presenter will foster a collaborative conversation with attendees to further their knowledge of health behavior change when connecting with their students.

Learning Objectives:

- Utilize an overview of current conceptual and empirical literature that addresses health behavior and health behavior change as it relates to emerging adult development.
- Formulate a conceptual framework for clinicians that fosters critical thinking in regards to working with university students who present with the need for health behavior change, while infusing an emerging adult development perspective.
- Foster collaborative new ideas, tools, and creative practices as it relates to health behaviors and health behavior change in clinical counseling practice.
- Critique current unhelpful myths and practices as it relates to health behaviors and health behavior change.

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: 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: 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

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: 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: Sweet T & Advocacy: Creating Sustainable Trans-Inclusive Services in Traditionally Conservative Areas

Instructional Level: Intermediate

Topic(s):

- Outreach and Prevention
- Diversity/Inclusivity

Presenter Identified NBCC Content Area: Social and Cultural Foundations

Presenters:

Kelli Lasseter - UAB: University of Alabama at Birmingham

Natalie Beck - UAB: The University of Alabama at Birmingham

Abstract: This program will provide professional development, resource-sharing, and networking for individuals in professional roles that support transgender students on college and university campuses in the Southern United States. This program will address some of the specific challenges, unique possibilities, and demonstrated successes of advancing trans advocacy and support in a geographic environment that has historically been characterized by barriers for the LGBT population. This program will bring depth to the cross-collaboration strategies that have been effectively utilized by The University of Alabama at Birmingham (UAB) to create policy and procedure related to sustainable trans inclusive health care, including: the development of a Gender Transition Interdisciplinary Team, the formation and maturation of a student-driven support group, and the mapping of community assets that are necessary for success with this work in the South. UAB is one of two healthcare facilities in the state of Alabama to earn this distinction of a "2017 Leader in LGBTQ Healthcare Equality" from The Human Rights Campaign Foundation. This session will offer participants the opportunity to assess their own campuses and develop strategies for achieving goals they identify related to trans inclusive health care and support.

Learning Objectives:

- As a result of attending this program, learners/attendees will be able to identify at least 3 unique cross-collaboration strategies that have demonstrated success in creating policy, procedure, and resources related to sustainable trans student health care
- As a result of attending this program, learners/attendees will be able to identify the 4 criteria that the Human Rights Campaign Foundation uses to evaluate health care facilities for the distinction of a "Leader in LGBTQ Healthcare Equality"; learners/at
- As a result of attending this program, learners/attendees will be able to describe and explain the respective functions and structure of three unique resources related to trans student inclusive health care and support: the development of an on-campus sex

Session Title: Counseling Asian American College Students

Instructional Level: Intermediate

Topic(s):

- Diversity/Inclusivity

Presenter Identified NBCC Content Area: Social and Cultural Foundations

Presenters:

Andrew Lee - Monmouth University

Abstract: This workshop will outline some of the issues that are present when working with Asian American, especially 1st or 2nd generation, college students. A basic understanding of Asian Cultural Values that inform the worldviews of many Asian-born parents will be discussed, in contrast to the more mainstream American-values that have built the "world-view" of the 1st and 2nd generation Asian American college students. Finally, ways to navigate these, often conflicting, worlds in therapy will be discussed.

Learning Objectives:

- Describe Asian Cultural Values that may impact an Asian American college student's relationship with their parents.
- Discuss common conflict points that can occur in Asian American families.
- Explain factors that can contribute to the underutilization of mental health services by Asian American students.

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: Beyond Journals: Exploring creativity in clinical training and supervision

Instructional Level: Intermediate

Topic(s):

- Supervision/Clinical Training
- Counseling Techniques

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

Presenters:

Julie Liefeld - Southern Connecticut State University

Abstract: Creative expression is described to "live in the twilight zone between cognition and emotion, where defenses are not on the alert" (Lowenstein & Sprunk, 2010). Employing creativity in supervision facilitates deeper awareness within the self of therapist and deepens the dialogue about therapist process between supervisee and supervisor. Translating thoughts into symbols promotes richer expression, new understandings and "a ha!" moments and creates a space where mutual curiosity can offer exploration of beliefs, biases and stuck places "Beyond Journals" is designed for supervisors and therapists to examine, experience and evaluate how to use creative processing in their work. This is an interactive workshop where attendees will explore methods for applying creative expression therapy, training and/or supervision. Attendees will evaluate and discuss potential benefits, challenges and possibilities in supervision and therapy by integrating the mixed media experience to access the "meta verbal expression" (Harter, 2007). This workshop presentation will use lecture, examples cases, discussion and individual and group participation, specific and spontaneous approaches to use of mixed media "assignments" in training, supervision and teaching. Participants will experience and process the topic through creating and sharing of their own mixed media story (Cheon & Murphy, 2007, Gil & Rubin, 2005, Harter 2007).

Learning Objectives:

- Attendees will increase understanding of benefits of applying creativity in training and supervision
- Attendees will develop an understanding of how to apply and/or use creativity or whole brained activity in their training or supervision
- Attendees will develop an understanding of how to evaluate their use of creativity activity in supervision and or training
- Attendees will increase their understanding of the relationship between creativity and clinical practice
- Attendees will increase their confidence in using creative activity in clinical training and or practice

Session Title: Creatively addressing demand for services through development of a training program

Instructional Level: Intermediate

Topic(s):

- Administration/Leadership
- Supervision/Clinical Training

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

Presenters:

Christine Love Sterk - Wake Forest University

Abstract: This session will briefly present statistics related to increased demand for services and severity of student concerns experienced by counseling centers today as rationale for developing a training program for graduate students in mental health fields. The majority of the presentation will focus on tips for developing a training program for counseling, psychology, and social work trainees, description of the integrative developmental model for use in a multi-level training program, and introduction to competency-based supervision to enhance the supervision experience for your trainees, with the goal of them being at an advanced level compared to their peers by the end of the training year. The facilitator will help participants consider various aspects of developing a training program in their center, including use of group supervision in addition to individual supervision, videotaping sessions for quality supervision, how to assign clients to trainees, and the evaluation process.

Learning Objectives:

- Attendees will be able to describe the rationale for developing a training program at their counseling center.
- Attendees will know the principles of the integrative developmental model of supervision and be able to apply it to development of a training program at their center.
- Attendees will understand the premise of competency-based supervision and be able to apply the framework in their work with trainees.
- Attendees will learn various options for structuring their training program and understand what structure will work best for their center.

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: You're So Poised and Well-Spoken: Unpacking Microaggressions and Other –isms Towards Female Professionals of Color at Predominantly White Institutions

Instructional Level: Intermediate

Topic(s):

- Diversity/Inclusivity

Presenter Identified NBCC Content Area: Social and Cultural Foundations

Presenters:

Nicole Madonna - Johnson & Wales Charlotte Counseling Services

Neudy Nunez - University of South Florida

Denise Simpson - Johnson & Wales Charlotte

Carol Taylor-Shim - University of Kentucky

Abstract: Women of color must navigate every single aspect of the higher education landscape through a lens of unconscious and conscious bias. In this session, the presenters will share their experiences with working at the intersections of race, gender, ethnicity and a host of other minoritized identities. In addition, allies across identities will gain insight into their allyship role in leveling the field for us all. It is important to recognize higher education has developed tremendous pathways for marginalized and minority populations. However, particularly in our local, regional, and national climates, it is especially important to realize we still have a long way to go in creating inclusive and socially just campus environments, not only for our students, but also for ourselves. We must continue to revisit and redevelop the tools addressing unconscious and conscious bias as we remain in this work as educators and student affairs professionals, as well as continue to build solidarity and allyship amongst our colleagues. This session will help us to re-validate the importance of our work and build community as we move forward.

Learning Objectives:

- Describe theoretical and contextual frameworks behind microaggressions and the impact on female professionals (i.e., faculty and administrators) of color in higher education
- Use storytelling as a means to share lived experiences and call attention to the impact of microaggressions on female professionals (i.e., faculty and administrators) of color in higher education
- Explain what it means to be an effective ally through role modeling, inclusive language, and assertive actions
- Identify the characteristics of "holding space" and distinguish between holding space for students, holding space for professionals, and commanding space for oneself

Session Title: Food for Thought: Creative Use of the Power of Metaphors in Counseling

Instructional Level: Intermediate

Topic(s):

- Counseling Techniques

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

Presenters:

Michele Manassah - Lewis University

Abstract: We all communicate and think in metaphors every day. They can't be avoided; they are a part of our language, both verbal and visual. Metaphors are models of self-concept, self-identity, and relationships with/to others. Metaphors are also models of reality and can communicate how we understand and explain the world. Metaphors can be used as guides through our realities, including offering instructions on problem-solving. Because metaphors hold such power, they can be a creative and powerful tool in counseling. In counseling, metaphors can help to empathically connect with clients and to demonstrate an understanding of client's situation. Metaphors can be useful with clients who have experienced severe trauma and can even be used to describe/define problems and even to define the theme of therapy. Metaphors can be the beginning of a creative problem-solving process and can be used to tell stories, explore possibilities and suggest alternatives to problems. This session will explore the power of metaphors, the application of metaphors to the counseling process, a protocol for the use of metaphors in counseling and provide an opportunity to share how we use metaphors in our practice.

Learning Objectives:

- Understand and describe how metaphors are structured and construed
- Understand the qualities that make metaphors so powerful
- Identify ways in which metaphors can be used in counseling
- Understand and be able to apply seven step interview protocol for working with metaphors in counseling
- Discuss the use of metaphors in their own practice

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: Upstream Suicide Prevention Programming

Instructional Level: Foundation

Topic(s):

- Outreach and Prevention
- Administration/Leadership

Presenter Identified NBCC Content Area: Wellness and Prevention

Presenters:

Andrea Mills - Lipscomb University

Abstract: Suicide prevention is being recognized as a growing need on college campuses. In 2015 Lipscomb University was awarded the GLS Campus Suicide Prevention grant by SAMHSA. Since that time the university has worked to build a strong foundation of community partners and upstream programming. Many different departments have joined together to make this effort possible. Over the past two years we have had the privilege to learn what works and what does not for our university. In this class we will share the model that we have used to make suicide prevention a campus wide effort, with support and buy in from students, faculty, administration, and outside organizations. Gatekeeper trainings, counselor education, and a wellness orientation will all be discussed.

Learning Objectives:

- Analyze methods for inter departmental and community partnerships
- Discuss application of suicide prevention efforts on campus
- Demonstrate a knowledge of how gatekeeper trainings can prepare all students

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: Creative Strategies to Increase Counselors' Spiritual Competence and Self-awareness

Instructional Level: Intermediate

Topic(s):

- Diversity/Inclusivity
- Supervision/Clinical Training

Presenter Identified NBCC Content Area: Social and Cultural Foundations

Presenters:

Janet Muse-Burke - Marywood University

Katie Graziano - Marywood University

Abstract: Spiritual competencies for counseling have been documented (e.g., CACREP, 2016), and addressing clients' spiritual and religious needs is specified in the ACA Code of Ethics (2014). Further, most clients report maintaining spiritual or religious beliefs (Rose et al., 2001), and counseling students report a desire for spiritual and religious competence (Henriksen et al., 2015). However, counselor training typically fails to provide students with the necessary knowledge and skills to effectively integrate spirituality and religion into counseling (McMinn et al., 2014). There are six primary competencies for spiritual and religious issues in counseling: (a) culture and worldview, (b) counselor self-awareness, (c) human and spiritual development, (d) communication, (e) assessment, and (f) diagnosis and treatment (ASERVIC, 2009). The purpose of this presentation is to increase the spiritual competence of counselors, trainees, and supervisors through an emphasis on counselor self-awareness. Several approaches have been proposed to assist counselors in better understanding their personal beliefs, such as (a) spiritual genogram, (b) spiritual lifeline, and (c) spiritual lifemap (Hodge, 2005). Using these and other techniques, this presentation aims to increase counselors', trainees', and supervisors' self-awareness and openness to spiritual and religious issues.

Learning Objectives:

- To define the spiritual and religious competencies for counselors.
- To describe the components of counselor spiritual self-awareness.
- To utilize counselor spiritual self-awareness strategies.

Session Title: Sexual Assault Awareness: It's On Us To Create An Environment Where Everyone Feels Safe

Instructional Level: Intermediate

Topic(s):

- Outreach and Prevention

Presenter Identified NBCC Content Area: Wellness and Prevention

Presenters:

Souzan Naser (LCSW, Doctoral Candidate -EdD) - Moraine Valley Community College

Sharon Brennan - Moraine Valley Community College

Abstract: Sexual violence occurs on college campuses across the country. How safe are your students? This session will focus on how the Counseling and Career Development Center, at Moraine Valley Community College, (the second largest community college in Illinois), has creatively and courageously engaged their campus community. Through dynamic and unique programming conversations have been advanced around this topic and faculty have brought these discussions into their classroom and across the curricula. The presenters will provide details on strategies that have resulted in successful partnerships that have significantly grown sexual assault programming and awareness. Examples will include how to get "buy-in" from faculty through using One Book, One College text, We Believe You: Survivors of Sexual Assault Speak Out by Annie E. Clark and Andrea L. Pino; how to identify and secure collaboration from cross campus departments (i.e. marketing, public relations, academic deans, and the executive leadership team) resulting in the creation of an "It's On Us Campaign". Learn about other activities that were developed covering important topics such as: victim rights and advocacy; bystander intervention; sexual health and building healthy relationships; LGBTQI experience with sexual assault; and Title IX.

Learning Objectives:

- Participants will identify critical campus wide stake holders that are vital to implementing a campus wide strategic plan for addressing a sexual assault awareness outreach and prevention program.
- Participants will identify the challenges experienced at Moraine Valley, and learn successful collaboration strategies that could increase 'buy-in'.
- Participants will learn about various outreach activities and events sponsored by Moraine Valley's Counseling faculty in collaboration with the college's library faculty that will support awareness and increase prevention at their own campus.
- Participants will acquire knowledge and skills that will assist individuals in developing workshops on their campus.
- Participants will understand the importance of building in training for faculty and campus wide staff in anticipation of an increase of sexual assault disclosures resulting in the need of faculty to know the resources on campus and how to appropriately re

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: 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: College Counseling from a Distance, Should We or Shouldn't We? A HEMHA Guide

Instructional Level: Intermediate

Topic(s):

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

Presenters:

MONICA OSBURN - NC State

Kathryn Alessandria - West Chester University

Abstract: Higher Education Mental Health Alliance (HEMHA) representatives will review recent HEMHA resources and present the guide in progress on distance counseling. The decision to treat students who are home for the summer, studying abroad, studying at a satellite campus, or involved in online learning is complex. This session will frame important questions and ethical dilemmas schools may face around distance counseling.

Learning Objectives:

-) gain awareness of what the Higher Education Mental Health Alliance is and how to access the free resources it provides;
-) be able to define distance counseling, its many variations, and the circumstances under which it might be implemented with college students;
-) be able to identify logistical and ethical dilemmas in providing distance counseling in higher education settings;
- understand the ethical and legal implications of practicing across state and international boundaries;

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: Expressive arts techniques for wellness among college students

Instructional Level: Intermediate

Topic(s):

- Counseling Techniques

Presenter Identified NBCC Content Area: Wellness and Prevention

Presenters:

Areliz Quiñones - University of Puerto Rico

Abstract: Wellness is an emerging necessity among college students. Nowadays, students who are dealing with academic, personal and work related stress, have little time to engage in self-care activities. Also, research have shown that college students have more mental health problems that affect their lives (ACHA, 2014). Since we live in a world that is in constant change, and college students are part of it, mental health professionals are required to offer effective, evidenced-based and timely counseling strategies to deal with all that craziness they confront. As stated by Arrien (2013) "individuals support change and states of health through dreams, images, play, relationships, and acts of creative work". Also, Marich (2015) indicated that "mindfulness-based interventions appear to represent cost-effective, acceptable, and non-invasive means for treating a broad spectrum of psychological and somatic illnesses". Expressive arts techniques, that includes mindfulness-based interventions such as breathing, singing, dancing and visualization can be incorporate both in individual and group activities, giving the students the opportunity to manage stress in a more creative way. This session (half theory and half practice) will provide the participants information about the origins of expressive arts therapy and also the opportunity to apply (through various exercises) some of the learned techniques.

Learning Objectives:

- Participants will learn about the origins of the expressive arts therapy.
- Participants will practice some of the expressive arts techniques, including storytelling (journalism), singing (sounds), dancing (movement) and silence.
- Participants will develop ideas on how to use expressive arts techniques into counseling.

Session Title: First-Generation College Students' Guilt and Its Influences on Social Capital

Presenter Identified NBCC Content Area:

Presenters:

Osmara Reyes-Osorio - Marymount California

Abstract: This qualitative dissertation looks at how first-generation college students experience the emotion of guilt as it relates to social capital within higher education. This study included 21 first-generation college student enrolled at two community colleges in Los Angeles County, California. The study found that guilt, along with other variables influence first-generation college students' access to social capital. Themes included: positive experiences associated with being a FGCS, parental support, FGCS not working, guilt (associated with familial responsibilities), pride, resiliency through positive self-talk, and challenges accessing social capital. Implications for policy, practice, theory, and future research are discussed.

Learning Objectives:

- Participants will be able to describe what a first-generation college student (FGCS) is.
- Participants will be able to articulate at least 3 barriers FGCS face
- Participants will be able to identify at least 3 possible resources that FGCS can use on and/or off a community college campus.

Session Title: Supervision after Major Unusual Incidents at College Campuses

Instructional Level: Intermediate

Topic(s):

- Administration/Leadership
- Supervision/Clinical Training

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

Presenters:

Emily Ribnik - Kent State University at Stark

Abstract: Major unusual incidents can come in many forms: the death of a client, having a client that is well-known in the surrounding community, your client ending up in the news, or a client assaulting a clinician. Each of these types of incidents has an impact on a supervisee, which in turn impacts supervision and that counselor's development. This presentation will help supervisors better prepare their supervisees for major unusual incidents, how to supervise through one of incidents, and how to navigate the possible multiple roles a supervisor may have when a major unusual incident occurs. Specific attention will be paid to the needs of graduate student supervisees and unique aspects of major unusual incidents on college campuses.

Learning Objectives:

- Attendees will be able to list a variety of possible major unusual incidents and the impact of these incidents on their supervisee, the supervisory relationship, and their role(s) as supervisor.
- Attendees will be able to list the unique components of major unusual incidents that occur at a college campus.
- Attendees will reflect and analyze their current approach to supervision regarding major unusual incidents and identify possible areas of improvement.
- Attendees will compile suggestions and recommendations for improving their supervision regarding major unusual incidents.

Session Title: The Steve Fund and JED Foundation's Equity in Mental Health Framework: Addressing Student of Color Wellbeing

Instructional Level: Intermediate

Topic(s):

- Outreach and Prevention
- Diversity/Inclusivity

Presenter Identified NBCC Content Area: Wellness and Prevention

Presenters:

David Rivera - Queens College, City University of New York

Alfiee Breland-Noble - The Steve Fund, Georgetown University

Abstract: While epidemiologic data show few differences in the rates of mental illness across racial groups, data also show that students of color are less likely to report being diagnosed with a mental illness and are less likely to receive treatment. Given the existing rates of mental health compromises among students of color, the need for culturally competent mental health providers is needed. The Equity in Mental Health Framework (EMHF) has been developed by the Steve Fund in collaboration with the JED Foundation and with support from the McLean College Mental Health Program. It is based on a systematic literature review, a survey of existing evidence-based programs, expert input from mental health and higher education leaders, and a survey of more than 1,000 students. This new model aims to support college leaders, mental health professionals, student services leaders and the entire college community with guidance on the actions they can take to best support the wellbeing of college students of color. Presenters will describe the methodology and process used to formulate the EMHF, along with the framework's ten recommendations and ten accompanying implementation strategies that provide guidance on the application of recommendations in real world settings.

Learning Objectives:

- Participants will identify the salient issues that compromise mental wellbeing for students of color.
- Participants will articulate the need to develop culturally appropriate policies and strategies for addressing the mental health of students of color.
- Participants will know how to apply the Equity in Mental Health Framework recommendations and strategies into their own campus environments.

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

Session Title: Integrating Cultural Humility into College Counseling with Men of Color: Recommendations for Culturally Responsive Treatment Engagement Interventions

Instructional Level: Advanced

Topic(s):

- Outreach and Prevention
- Diversity/Inclusivity

Presenter Identified NBCC Content Area: Social and Cultural Foundations

Presenters:

Mark Scholl - Wake Forest University

David Johnson - Wake Forest University

Felix Morton - Wake Forest University

Abstract: In their concept analysis, based on a comprehensive review of the literature, Foronda et al., (2016) defined cultural humility as a relational quality requiring reciprocal openness to differences on the part of both the counselor and the client. In addition, this quality entails approaching others as equals, a humble attitude on the part of the counselor, and a supportive interaction between counselor and client. Underutilization of college counseling services by young adult men of color is due to barriers related to cultural humility in two important ways. First, the cultural perceptions of young adult men of color potentially pose barriers to the utilization of services. For example, young men may believe they need to "tough it out" (Lindsey, et al., 2006) or that counseling is for the weak (Sue & Sue, 2012). Second, potential referral sources and counselors may view young adult men as less vulnerable than they are in reality (Lindsey & Watson, 2016). The presenters provide their recommendations for integrating cultural humility into evidence-based culturally responsive treatment engagement interventions (Kim, Munson, & McKay, 2012; Lindsey et al., 2013). The presenters use Drum and Lawler's (1988) tripartite model of intervention (i.e., preventative, intermediate, intensive) to frame their recommendations.

Learning Objectives:

- Participants will be able to differentiate between cultural humility and cultural competence.
- Participants will be able to identify cultural barriers that potentially pose barriers to utilization of counseling services by young adult men of color.
- Participants will be able to describe evidence-based culturally responsive treatment engagement interventions.
- Participants will be able to integrate cultural humility into culturally responsive treatment engagement interventions.

Session Title: Panel presentation: Beyond process or psychoeducation: Experiential groups on campus

Instructional Level: Intermediate

Topic(s):

- Outreach and Prevention
- Counseling Techniques

Presenter Identified NBCC Content Area: Group Dynamics and Counseling

Presenters:

Oren Shefet - State University of New York - The College at Old Westbury

Charla Suggs - University of North Carolina at Pembroke

Abstract: Experiential groups offer innovative ways to extend the services of the counseling center to students who may be unwilling to join psychoeducational or process groups, or even therapy at all. Such groups may simultaneously deliver clinically-significant interventions, encourage social encounters and serve as outreach for the counseling services. Two such groups will be presented.

The Dream Interpretation Workshop is an ongoing, task-oriented open group dedicated to the experiential teaching of dream work. It incorporates elements from the Dream Appreciation technique developed by Montague Ullman and postmodern psychology. Presenter will provide the audience with the process of the group, as well as his own experiences leading it. By the end of the presentation audience will have the skills necessary to implement such a group on their own campuses.

Heartsease is a therapeutic yoga group designed to facilitate understanding of the mind-body connection. Yoga can be enjoyed by people of any fitness level and faith as it is neither an exercise regimen nor a religion. Yoga promotes listening to and befriending the body in a way that fosters our natural capacity to release stress, attend to the present, and heal. Some sessions may focus exclusively on meditation and mindfulness techniques.

Learning Objectives:

- Participants will be able to delineate the process of a dream-interpretation group
- Participants will evaluate the relevance and clinical applications of yoga as a group modality
- Participants will identify training and/or collaboration opportunities to make the groups discussed in the presentation accessible to their students.

Session Title: Substance Abuse on College Campuses: Focus on the National Opioid Epidemic

Instructional Level: Foundation

Topic(s):

- Outreach and Prevention

Presenter Identified NBCC Content Area: Wellness and Prevention

Presenters:

Christie Simons - Belmont Abbey College

Abstract: Substance abuse is a perennial problem on college campuses. Rates of binge drinking and drug use continue to climb, but the past several years have seen a new issue, the opioid epidemic. Opioid misuse and overdose, according to the CDC, claims over 90 lives per day, with over half of those being caused by prescription opioid medication. College students are at an increased risk due to their misdirected belief that prescription medications, like Oxycodone and Xanax, are less harmful than other illicit drugs like heroin and cocaine. Research is just beginning to catch up to the dangers of these medications, with the American Medical Association publishing new guidelines for prescribing. In order to best help college students, an understanding of how each substance impacts the brain and body - and interact with one another, as well as an understanding of the epidemiology of substance use and various available treatments is necessary. This presentation aims to give counselors and other college professionals a foundational understanding of the pharmacology of common drugs of abuse, the scope of the problem, and types of treatments available, including naloxone and other medication-assisted treatment.

Learning Objectives:

- Attendees will be able to describe basic pharmacology of popular drugs of abuse, including alcohol, benzodiazapenes, opioids, marijuana, and cocaine.
- Attendees will be able to explain various etiological theories of addiction/substance use, particularly among college students.
- Attendees will discuss the current opioid epidemic and implications for their campus.
- Attendees will critically evaluate and be able to select substance abuse screenings and basic treatment methodologies as well as refer for other treatments, including medication-assisted treatment.

Session Title: Teaching Our High Achieving Women to be BRAVE: Creating a Group for Self Esteem, Perfectionism and Body Issues

Instructional Level: Intermediate

Topic(s):

- Counseling Techniques

Presenter Identified NBCC Content Area: Group Dynamics and Counseling

Presenters:

Megan Tajlili - North Carolina State University

Abstract: Students are entering college campuses with unprecedented levels of stress, stemming from financial strain, parental expectations, and comparisons to peers. High achieving female college students struggle specifically with concerns related to self-esteem, body image, and perfectionism. This presentation focuses on the creation of a group counseling experience, entitled BRAVE, for undergraduate or graduate women to provide support to one another. In this group, participants learn to normalize the issues female college students face and to unravel some of the negative thought patterns surrounding perfectionism. The presentation will explore high achieving female college students' common concerns and how the problems they encounter can lead to negative behaviors. The presenter will offer example interventions used with success in the BRAVE group. Then, participants will break into small groups in which they can come up with their own interventions targeting problematic behaviors. Finally, applications of prevention and bystander education will be discussed.

Learning Objectives:

- Participants will be able to explain typical psychological concerns of high achieving female students and note when behaviors or thought patterns become detrimental.
- Participants will create sample session plans to assist high achieving female students, including treatment goals for procrastination, body image, self esteem, and countering negative thoughts.
- Participants will discuss trends in the behaviors of millennial high achieving female students, as well as preventative interventions with this population.

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.

Session Title: Beyond the Therapy Chair: Creative Connections for Community College Students

Instructional Level: Intermediate

Topic(s):

- Outreach and Prevention

Presenter Identified NBCC Content Area: Wellness and Prevention

Presenters:

Katy Troester-Trate - Jefferson Community College

Abstract: In 2016, Jefferson Community College (JCC) was the first of three colleges nationwide to pilot the Community School model for higher education service delivery. The Community School model is a promising practice already used in K-12 schools and is characterized by strong partnerships that connect students to community services. By focusing on the whole student, the community school model addresses the conditions of poverty and the barriers students face to successfully stay in school and earn a degree. Applying this model to the community college setting has been challenging, but finding new ways to cooperate with the community is necessary as colleges face budget constraints and students with significant unmet financial and health needs. The goal of the community school is to increase student retention and graduation rates by addressing the non-academic barriers to success. This session will address the challenges of coordinating with community partners, centralizing campus services, recording student use of services, developing evaluation tools, and creating campus buy-in. The outcomes of the community schools model at a community college institution in Upstate New York will be presented and implications for practice will be discussed.

Learning Objectives:

- Participants will be able to identify and report on the unmet health needs of community college students (i.e. mental health services, physical health services, transportation needs, childcare deficits, etc.)
- Participants will be able to identify the services and/or resources that are included in the community schools model (i.e. health services, dental, counseling, etc.)
- Participants will be asked to identify and report services within their specific community that may be contacted for collaboration after attending this workshop
- Participants will be able to identify the barriers experienced by community college students and to identify how these barriers can be mitigated at their home institutions
- Participants will be able to identify the relationship between use of community schools services and retention and persistence of community college students

Session Title: Clinical supervision: Power, privilege, and intersectionality and its impact on building a working alliance

Instructional Level: Intermediate

Topic(s):

- Diversity/Inclusivity
- Supervision/Clinical Training

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

Presenters:

Richard Tyler-Walker - NC State University

Abstract: This presentation will focus on addressing diversity issues related to identity issues in supervision, particularly as they relate to power, privilege, intersectionality, and expectations of supervisory experiences. Research suggests that discussion of similarities and differences in the initial stages of supervision leads to increased overall satisfaction for supervisees. However, research also shows that these discussions do not occur frequently and are often introduced by the supervisee, not the supervisor. This presentation will expand on how supervisors can bring difference into the room for the supervisor and/or supervisee. Presenters will discuss intersecting identities, human development, and supervisory development, and how these various dynamics manifest in supervision. The presentation will demonstrate how supervisors can navigate initial conversations around difference and identity so that a positive working alliance can form. Presenters will provide space for participants to share their own experiences or explore questions around intersecting identities.

Learning Objectives:

- Participants will identify usable strategies to identify power, privilege, and intersectionality in developing a working alliance in clinical supervision, as it applies to supervisors, supervisees, and their clients.
- Participants will apply current literature and research on the interplay of multicultural competence and the working alliance in clinical supervision.

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: Establishing a System of Care to Address High Risk Drinking on Campus

Instructional Level: Intermediate

Topic(s):

- Outreach and Prevention
- Administration/Leadership

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

Presenters:

Jenny Wagstaff - Campbell University

Abstract: As campuses continue to implement the recommended strategies provided by the NIAAA (2002, 2007) there is an increased need to determine the best way to utilize the BASICS intervention to effectively reach students. This presentation will provide attendees with a summary of qualitative research findings that focused on BASICS: A Qualitative Study of Mental Health Practitioners' Experiences on the College Campus conducted in 2015. Emphasis will be placed on the mandated student which emerged as a primary theme. Implications for working with this sub-population will be discussed and recommendations will be provided which includes establishing a System of Care on campus to effectively work with the mandated student. In keeping with the theme of Connected the System of Care model that will be explained includes screening, referral to services, multi-level brief motivational interventions, individual and group counseling, referral to treatment, and support for students in recovery. A case study will be presented on managing high-risk students within the System of Care model who potentially need services beyond the BASICS intervention. These "stories from the trenches" from mental health professionals provide insight into the strengths and limitations of BASICS from a practitioner's perspective and highlights the need for campus-wide collaboration.

Learning Objectives:

- Identify best practices and research-based approaches to address high-risk drinking on campus.
- Examine both challenges and strategies for success when working with the mandated student population.
- Describe and discuss the advantages of and potential roadblocks to a System of Care approach.

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

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."

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: 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: The Effects of Anti-Stigma Interventions in Resident Advisors' Attitudes Toward Mental Illness

Instructional Level: Intermediate

Topic(s):

- Outreach and Prevention

Presenter Identified NBCC Content Area: Research and Program Evaluation (this includes research methods, statistical analysis, etc. and may be the content area for the above session)

Presenters:

Stephanie McGuire Wise - University of Toledo

Abstract: College students with mental illness benefit from counseling services to overcome barriers to success. Resident Advisors (RAs) can refer students, but need education and training to decrease the effects of mental health stigma. The purpose of this study was to determine if anti-stigma interventions produced differences in mental health stigma in the RA population. In this study, 94 RAs participated in interventions involving education and personal testimony. Three published instruments were selected to measure mental health stigma. The Separate-Sample Pretest-Posttest Design 12c (Campbell & Stanley, 1963) was used to separate participants into two groups. Paired samples and independent samples t-tests were calculated to determine within and between group results. Results showed that public stigma and one factor of self-stigma was less from time one to time two. Effect sizes were mostly in the small to medium range. In addition, post-test scores were not sensitized by pre-test scores with any of the measures. Limitations include reliability of one of the instruments and generalizability to other populations. Implications for counseling center personnel, Residence Life staff, and university administrators are discussed as well as future directions for research.

Learning Objectives:

- Participants will be able to utilize the information in order to plan strategies that reduce mental health stigma on their respective campuses.
- Participants will be able to analyze the results of the data presented to determine how to influence university administration in addressing issues of stigma.
- Participants will be able to utilize the research and data presented when engaging students with mental health issues.

Session Title: Tips for Successfully Publishing in the Journal of College Counseling

Instructional Level: Foundation

Topic(s):

- Counseling Techniques

Presenter Identified NBCC Content Area: Research and Program Evaluation (this includes research methods, statistical analysis, etc. and may be the content area for the above session)

Presenters:

Joshua Watson - Texas A&M University-Corpus Christi

Abstract: Have you ever thought about submitting a manuscript for review and possible publication in the Journal of College Counseling? If so, this informational session will help answer any questions you may have about the process so you can put together a submission likely to be reviewed positively. The Journal of College Counseling is the flagship journal of the American College Counseling Association. Its mission is to advance the college counseling knowledge base and inform the practice of counseling professionals at 2- and 4-year colleges and universities. During this session, the current journal editor will be on hand to answer any questions potential authors may have about the journal and the submission/review process and share insights on some of the common mistakes made that lead to delays in the review process or manuscripts ultimately being rejected from further consideration. So whether you have an idea for a manuscript, are interested in possibly submitting a manuscript in the future, or just want additional insight into the publication process, this session will provide you with the information needed to maximize your chances of seeing your work published in the journal.

Learning Objectives:

- Participants will be able to design manuscripts that adhere to the Journal of College Counseling submission guidelines.
- Participants will be able to create an author account and submit a manuscript and ancillary materials for editorial review through ScholarOne.
- Participants will be able to describe some of the common mistakes and flaws that prevent manuscripts from being accepted for publication in the Journal of College Counseling.

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