

PRECONFERENCE ABSTRACTS

WEDNESDAY

9:00 AM - 4:00 PM

LOCATION: CHAMBER 1

REFERENCE: PC 1

Title Advanced topics in college counseling

Presenter(s) Josh Gunn, Monica Osburn, MJ Raleigh, Hannah Bayne, Tamara Knapp-Grosz, Taffey Cunnien

Level Advanced

Topic Clinical Issues

Abstract Advanced Topics in College Counseling (ATCC) is designed to provide participants with the opportunity to explore key issues in college counseling. ATCC contains four distinct workshops that cover material relevant to all professionals working in a college/university mental health centers. This set of workshops is targeted toward individuals who have been working in the field and/or have completed the Orientation to College Counseling (OTCC). However, completing OTCC is not a requirement. Our advanced workshops include: Triage and Clinic Flow, Clinical Supervision, Assessments and Outcome Measures, and Group Therapy. Participants who complete all four of the ATCC workshops will receive a certificate.

This program is ideal for supervisors, new professional and those with many years' experience. Triage and Clinic Flow will explore different administrative and clinical structures to help avoid therapist burn out, wait lists and maximize clinic efficiency. Clinical Supervision will review existing theories of supervision, the pitfalls and triumphs of supervision models coupled with case examples of how to apply supervision theory for interns as well as professional staff. Assessment and Outcome Measures will take an in-depth look at commonly used measures of therapeutic and clinical success with a strong focus on how to use the data from the assessment process to improve quality of care. Group Therapy will explore how to effectively utilize group as a primary modality in college and university settings.

Objectives Participants will be able to explain the efficacy of groups in treating a wide range of presenting concerns

Participants will be able to design a group counseling program for their counseling center

Understand the rationale for using specific assessment instruments

Explore the ethics of assessment use and application

Discuss how assessment results are utilized to develop treatment protocols

Outline the differences in assessment for screening, diagnosis, threat or learning disability

Participants will identify critical theory in clinical supervision

Participants will understand how to structure the supervision process

Participants will be able to assess the developmental level of graduate interns

Participants will learn various methods of triage

Participants will learn a decision model for triage selection for their center

CEs APA & NBCC Approved | 6 CE Hours

PRECONFERENCE ABSTRACTS

WEDNESDAY	9:00 AM - 12:00 PM	LOCATION: CHAMBER 2	REFERENCE: PC 2
Title	The Structured Interview for Violence Risk Assessment (SIVRA-35)		
Presenter(s)	Brian Van Brunt		
Level	Intermediate		
Topic	Crisis and Threat Assessment		
Abstract	<p>The Structured Interview for Violence Risk Assessment (SIVRA-35) is a structured risk and threat assessment interview for psychological, administrative and campus Behavioral Intervention Team (BIT) members to use in the effort to better gauge the risk associated with a particular student. While risk and threat assessment cannot be predictive, multiple agencies (FBI, Secret Service, Department of Education, US Post Office, ASIS International and the Society for Human Resource Management, ASME-ITI) have suggested risk factors to attend to when determining the potential danger an individual may represent. Several prominent experts in campus violence and workplace threat assessment have also recommended key considerations salient when assessing risk and threat (Meloy, 2000; Byrnes, 2002; Turner & Gelles, 2003; Deisinger, Randazzo, O'Neill & Savage, 2008; Meloy, Hoffmann, Guldemann, & James, 2011). Built from this research, the SIVRA-35 can be used as a guided set of questions during an interview with a student or as a review for case that comes across the campus BIT. It will help those assessing violence risks to better organize their thoughts and perceptions in a standardized manner and bring the current literature to the task of evaluating at student. The online version (included for a year at this training) allows the user to enter answers for each item at the NaBITA website and then the user receives an email summarizing the risk factors along with a low, moderate or high rating of student for a range of behaviors. This three-hour pre-conference will include video clips, interactive discussions and the opportunity to walk through case studies related to campus threat. Participants will be given online access for the tool for a year following the training for an unlimited number of usages. There will be an additional annual fee to continue use of the SIVRA-35 after the first year (with variable pricing options for individuals and teams).</p>		
Objectives	<p>Participants will explore thirty-five common risk factors for rampage shooting violence.</p> <p>Participants will review case examples that highlight these risk factors through video clips, writings and graphics.</p> <p>Participants will discuss cases they have experienced which match these risk factors.</p>		
CEs	APA & NBCC Approved 3 CE Hours		

WEDNESDAY	1:00 PM - 4:00 PM	LOCATION: CHAMBER 3	REFERENCE: PC 3
Title	Major ethical issues in college counseling: BITs, social media, and values, and new ethics		
Presenter(s)	Perry Francis		
Level	Intermediate		
Topic	Ethics		
Abstract	<p>Hour One: With the advent of Behavior Intervention Teams (BIT) and similar groups, college counselors are increasingly being called upon to provide information, consultation, and/or assessments to help administrators identify and intervene with potentially dangerous (to self or others) or troubling students. This has, at times, created ethical and legal conflicts with student affairs professionals who are seeking to provide a safe and secure environment for students & faculty and college mental health professionals who are working to provide ethical treatment and care for those same students. This presentation will identify and address the major legal and ethical issues surrounding BIT and assessments and well as possible solutions to these issues including the use of case managers, treatment teams, and outside resources. Hour Two: Social media invaded the college campus two decades ago. Now it is impacting the field of college counseling. The second hour of the preconference will present a brief overview of the ethical issues in the use and application of specific social media and its use in the provision of mental health services on a college campus. Hour Three: We will finish with addressing new challenges to the mental health profession in the area of referrals and values and how the new ethics address these challenges. Additionally, we will preview the draft of the revised ACA code of ethics and how they relate to a college counselor's role with BIT, treatment teams, and case managers.</p>		
Objectives	<p>Understand the various roles of the college counselor can take on a BIT.</p> <p>The ethics of assessment as it applies to mandated clients, emergency situations, and normal consultation.</p> <p>Review and understand the risks and ethical use of social media in college counseling.</p> <p>Know the difference between competence based and values based referrals.</p> <p>Briefly review an overview of the draft of the revised 2014 ACA Code of Ethics.</p>		
CEs	APA & NBCC Approved 3 CE Hours		

BREAKOUT ABSTRACTS

THURSDAY	10:30 AM - 12:00 PM	LOCATION: CHAMBER 4	REFERENCE: BO 1
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Title Dark knights: Donning the archetype

Presenter(s) Brian Van Brunt

Level Intermediate

Topic Crisis and Threat Assessment

Abstract This program will explore the motivation of rampage shooting through three case studies over the past few years. These cases will illustrate the central motivations for mass causality violence includes: hopelessness and despair, disenfranchisement and feeling unheard, trauma, and the interplay of mental health symptoms such as social isolation, paranoia, delusions and irrational and catarophizing thoughts. This will be an interactive and engaging program presenting video clips and key details into each of these three attacks. Exploration of shooters writing, recordings and state of mind will provide audience members with a vivid picture of what moved these individuals toward a path of violence.

Objectives Participants will analyze some common motivations for rampage violence and be able to identify key factors in hopes of prevention.

Participants will review three recent cases of rampage gun violence and understand what kind of thoughts and beliefs drove the shooter forward.

Participants will discuss how mental health symptoms may exacerbate and escalate an attack forward.

Participants will use and be able to demonstrate research-based threat assessment concepts through ATAP's RAGE-V (2006) and Turner and Gelles (2003) model of threat assessment.

Participants will assess the importance of contextual evaluation with respect to diversity and cultural differences.

CEs APA & NBCC Approved | 1.5 CE Hours

THURSDAY	10:30 AM - 12:00 PM	LOCATION: SALON V	REFERENCE: BO 2
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Title A Rogerian/Jungian therapeutic approach within a brief model of a university counseling center

Presenter(s) Daniel St. John

Level Foundation

Topic Clinical Issues

Abstract Increasingly, college students are seeking out services from University Counseling Centers to face any number of challenges that present during that unique developmental period. While this trend is encouraging to the field of counseling, it is putting a greater stress on University Counseling Centers due to the limited staff and therapeutic resources. A brief model is commonly incorporated to best address the needs of the most students in an efficient manner. While focusing on solutions is a practical and logical decision, clinicians should not be shackled to the point of failing to explore the underlying problems that may be potentially resolved through a therapeutic relationship. The session will be focused on sharing and developing ideas on how to incorporate methods and ideology of analytical and person-centered therapy. The session will incorporate a lecture style with both small group and large group discussions. The author wishes to explore the concepts of the self, consciousness, and the collective unconsciousness of a Jungian approach while maintaining an anti-deterministic stance. Specifically from Rogers, the core conditions of genuineness, empathy, and unconditional positive regard would remain a focal point of the therapeutic work. By using this hybrid approach, this could potentially be a very powerful experience within a limited timeframe.

Objectives At the conclusion of the breakout session, participants will be able to list 3 key techniques that can be practically incorporated into a therapeutic relationship based on the material presented

At the conclusion of the breakout session, participants will have had the opportunity to critique the current brief model being utilized by many University Counseling Centers

At the conclusion of the breakout session, participants will have analyzed the historical context and key concepts associated with Jungian/Rogerian theory and how their grouping might lead to further success

CEs NBCC Approved | 1.5 CE Hours

BREAKOUT ABSTRACTS

THURSDAY	10:30 AM - 12:00 PM	LOCATION: SALON IV	REFERENCE: BO 3
Title	The integration of counseling and health services on college and university campuses		
Presenter(s)	Glinda Rawls, Mark St. Martin		
Level	Intermediate		
Topic	Administration/Supervision/Leadership		
Abstract	College and university counseling centers have traditionally been recognized as campus mental health settings that serve students with specific developmental or adjustment concerns. But in recent years counseling centers have been overwhelmed by both the increase in severity of presenting concerns and demand for services. Such conditions require the need for close management of student mental health not only by therapists but also medical staff which serves as a venue for these professionals to collaborate. Since there is growing interest in the integration between student health and counseling services, this presentation will explore the concept of integrated care and its prevalence among colleges and university counseling and student health services centers across the country. Participants will also learn about the benefits and challenges in providing care to students within an integrated care model from mental health professionals who worked in this setting.		
Objectives	Participants will know the meaning of integrated counseling and health services on college and university campuses and its prevalence Participants will understand the reasons why college counseling centers have moved to this more holistic approach to student mental health care Participants will examine some of the benefits and challenges in working in an integrated counseling and health center setting		
CEs	APA & NBCC Approved 1.5 CE Hours		

THURSDAY	10:30 AM - 12:00 PM	LOCATION: CHAMBER 1	REFERENCE: BO 4
Title	Role of college in post-immigration persistence of ethnic identity among Italian American college students		
Presenter(s)	Kathryn Alessandria, Garbo Goodkin, Colleen Valerio		
Level	Intermediate		
Topic	Multicultural Issues		
Abstract	A sensitivity to clients' developing identities and the values, goals, and needs arising from clients' self-perceptions is an essential quality of effective counseling. In an ethnically diverse United States, ethnic identity is a central component of many clients' self-concepts and research has extensively explored its implications among the major racial minorities in the U.S. (Hall, 2001; Phinney, 1990). Surprisingly little literature has acknowledged the ethnic diversity of the White majority group and the role ethnic identities play in White students' development during college. This study sought to begin bridging this gap by examining the role of college in ethnic identity development and its persistence among first- through third-generation Italian Americans, one of the largest White ethnic groupings. The findings from this research will aid counselors and student affairs professionals in guiding students through their college experience and career choices and will extend our theoretical understanding of ethnic identity development and persistence among White Americans.		
Objectives	Participants will discuss the findings of qualitative research on the role of college on first- through third-generation Italian American students' ethnic identity. Individual and social factors, such as Italian language competence, study abroad, peer interactions the college environment, commuter status and family influences on participants' ethnic identities will be discussed. Participants will be able to identify the ways in which Italian American identity affects individuals' daily lives, particularly during the college years. Participants will discuss directions for future programming aimed at fostering healthy ethnic identity development. Participants will discuss ways to respectfully integrate students' ethnicity in service delivery.		
CEs	APA & NBCC Approved 1.5 CE Hours		

BREAKOUT ABSTRACTS

THURSDAY **10:30 AM - 12:00 PM** **LOCATION: CHAMBER 3** **REFERENCE: BO 5**

Title **A new approach to outreach: Creating and sustaining an active minds chapter**

Presenter(s) **Melissa Nard**

Level Foundation

Topic Outreach

Abstract College counseling centers continue to experience an increase in demand leaving counselors without the time to attend to outreach programming. In an effort to continue providing outreach, an Active Minds chapter was created on Slippery Rock University's campus in 2009. Active Minds is a national organization whose mission is to raise awareness of mental health issues and reduce the stigma that is often associated with mental illness. This presentation will review the process of creating and sustaining an Active Minds chapter through several leadership transitions. Events sponsored by Active Minds will be reviewed so that participants can gain practical information about programming. Throughout the presentation the role of the advisor will be explored. The advisor of an Active Minds chapter has a unique role and serves as a bridge between the administration and faculty on campus and Active Minds students. Particular attention will be given to how an advisor can stay involved but ensure that Active Minds continues to be student-run by creating an environment where students grow to be leaders. Challenges and potential dual role concerns of serving as both an advisor and counselor in the counseling center will be discussed.

Objectives Participants will be prepared to create and sustain an Active Minds chapter on their college campus.

Participants will be aware of the challenges faced by Active Minds chapters including leadership transition and continuing to motivate students and how to address these difficulties.

Participants will leave with new outreach programming ideas.

Participants will gain information on the financial aspects of an Active Minds chapter: how to gain support from administration, fund-raise, sponsor events with minimal cost, and find resources on campus to fund events.

CEs NBCC Approved | 1.5 CE Hours

THURSDAY **10:30 AM - 12:00 PM** **LOCATION: SALON II** **REFERENCE: BO 6**

Title **Developing and growing a group counseling program on a college campus**

Presenter(s) **Brad Coffey, Angi Parker, Lindsay Wilson**

Level Foundation

Topic Group Work

Abstract Developing and growing group counseling on a college campus can be a challenge! How do we attract and engage the student population that is in need? As counselors, we understand the great benefit that group counseling can provide. However, we are also met with the struggle to make them successful. This program is designed to show how to develop effective groups on a college campus through understanding your audience, recognizing trends, maintenance of scheduling, and capitalizing on opportunities. We will also discuss effective advertising and outreach for group development. As a group, we will explore and discuss the challenges that we face in developing and maintaining a diverse and healthy group program.

Objectives To learn how to develop a successful group counseling program on college campus.

Understand the process of maintaining groups with the college population.

Learn how to recognize and reduce the challenges faced with group programming on a college campus.

CEs NBCC Approved | 1.5 CE Hours

BREAKOUT ABSTRACTS

THURSDAY	10:30 AM - 12:00 PM	LOCATION: SALON III	REFERENCE: BO 7
Title	When it won't just blow over: How to work with Resident Assistants to recognize, respond to and refer students who are in need of counseling services		
Presenter(s)	Miranda Johnson-Parries, David Ford, Jr.		
Level	Advanced		
Topic	Outreach		
Abstract	Living in residence halls with the students they serve to have access in case of emergency and to provide logistical support, RAs are often called upon to assist with roommate disputes, record and address hall policy violations, promote academic and personal development and conduct psycho-educational programming. Within these roles, it is imperative that RAs receive the appropriate training to both recognize students experiencing substance use or emotional problems as well as to make appropriate referrals. Studies have found that there is a hesitance among RAs to make referrals due to the following reasons: the referral process was seen as emotionally stressful and taboo, the view that resident problems would fix themselves, fear that the referral would create a disruption within the resident community, for those with monetary motivations to hold the positions- referrals were seen as an obtrusive task to be avoided, and lastly, but most importantly, RAs noted that infrequent contact was a factor in identifying problems. Through open dialogue and standardization, these factors can be addressed in order to insure that on campus residents, who often away from home can receive access to the services they need in effort to facilitate and promote their success on campus.		
Objectives	<p>Discuss the barriers that affect the capability of Resident Assistants to recognize student concerns</p> <p>Equip college counseling personnel with tools to enhance the training of Resident Assistants</p> <p>Identify factors that can serve to build the relationship between Counseling Services and Residence Life and Housing on a college campus</p>		
CEs	APA & NBCC Approved 1.5 CE Hours		
THURSDAY	10:30 AM - 12:00 PM	LOCATION: CHAMBER 2	REFERENCE: BO 8
Title	The therapist's role in facilitating gender identity development: Masculinity for female to male individual		
Presenter(s)	Brian Hopper, Chuck Morrison, Ethan Hansen		
Level	Intermediate		
Topic	Clinical Issues/Multicultural Issues		
Abstract	Therapy with transgender college students requires additional training and attention to the therapeutic relationship along with thoughtful consideration of their needs and differences. Additionally, it is ethical to inform therapy with appropriate standards of care for treatment of transgender people. Identity development for the Transgender person's improves their well-being (Diamond, Pardo & Butterworth, 2001). Working with transgender people in individual therapy and in facilitating a support group has validating this for us. It has prompted us to move beyond the essentials and basics in counseling to facilitating a process of exploration and growth of gender identity that helps the person flourish. To illustrate this innovative approach to therapy we provide therapy examples of the experience of Female to Male (FTM) transition with a focus on developing masculine identity. Pre-transition FTM people often experience cultural pressure to adhere to feminine gender role norms. The process of transition can be confusing and overwhelming due to the pressure to conform to cultural masculine norms (Mahalik et al., 2003). We believe therapy can helpful for transitioning FTM people when development of masculine identity fits with the person's values and emerging understanding of self. We explain in detail how to facilitate development of masculine identity.		
Objectives	<p>We explain the essentials of therapy with transgender individuals which includes a review of the standards of care, ethical considerations and attention to trans-affirmative therapy.</p> <p>We will describe and explore the experiences and challenges Female to Male transgender people encounter in the process of releasing aspects of feminine gender role norms. We then explain the complexity of navigating potentially problematic masculine gender role norms in the endeavor to validate identity.</p> <p>We will provide a model and approach to therapy that focuses on facilitating masculine identity that fits well for the given Female to Male transgender individual. This includes helping the client evaluate the tendency to conform to masculine norms in the effort to feel manlier. FTM clients are supported in the process of developing masculinity that fits well for the person's emerging sense of self in congruence with identified values.</p>		
CEs	NBCC Approved 1.5 CE Hours		

BREAKOUT ABSTRACTS

THURSDAY	1:30 PM - 3:00 PM	LOCATION: CHAMBER 2	REFERENCE: BO 9
Title	Publishing in the Journal of College Counseling		
Presenter(s)	Joshua Watson		
Level	Foundation		
Topic	Administration/Supervision/Leadership		
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 that you could put together a successful submission. 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 journal editor will be on hand to answer any questions potential authors may have about the journal and the submission/review process while also sharing some of the common mistakes made that lead to delays in the review process or manuscripts being rejected for consideration. So whether you have an idea for a manuscript or are just interested in possibly submitting a manuscript in the future, this session will provide you with the information needed to maximize your chances of being published in the journal.		
Objectives	Participants will be able to design manuscripts that adhere to the submission guidelines for the JCC. Participants will be able to create an author account and submit a manuscript through Scholar One. Participants will be able to describe some of the common mistakes that prevent manuscripts from being accepted for publication in the journal.		
CEs	NBCC Approved 1.5 CE Hours		

THURSDAY	1:30 PM - 3:00 PM	LOCATION: SALON IV	REFERENCE: BO 10
Title	Threat, risk, and crisis (TRaC)team: An in-house counseling center response to students of concern		
Presenter(s)	Ronni Margolin		
Level	Foundation		
Topic	Clinical Issues/Crisis and Threat Assessment		
Abstract	To enhance our work with the campus Behavioral Assessment Team and to support comprehensive services in high-risk situations, the NC State Counseling Center developed an in-house team to manage high-risk students and to support clinicians working with these students. Our interdisciplinary team monitors treatment progress, offers backup support for staff clinicians and on-call services, manages both in-house and cross campus databases, and interfaces with the campus BAT team. We have developed specialized services such as DBT-based programming and services for students with eating disorders. We offer consultation and education to the University to assist others in dealing with students of concern, and we provide psychological testing to evaluate risk and identify appropriate treatment. We'll describe our services and include case discussion and discussion of resources in smaller institutions.		
Objectives	Describe 3 advantages of developing an in-house team to manage high-risk cases in a university counseling center Identify 2 common ethical dilemmas occurring in management of risky cases in a university counseling center Compare and contrast functions of the Counseling Center TraC team with those of the University Behavior Assessment Team Identify possible resources within your own counseling center to serve TRaC functions		
CEs	NBCC Approved 1.5 CE Hours		

BREAKOUT ABSTRACTS

THURSDAY	1:30 PM - 3:00 PM	LOCATION: CHAMBER 1	REFERENCE: BO 11
Title	Implementing a wellness mentor program		
Presenter(s)	Kyle Bishop, Katherine Daly		
Level	Intermediate		
Topic	Clinical Issues/Administration/Supervision/Leadership		
Abstract	The session will provide information regarding the collaboration between St. Mary's College of Maryland Counseling Services and campus Athletics to develop the Wellness Mentor Program (WMP). The WMP is a group of volunteer coaches and trainers who work with students who are struggling with mental health issues. The primary objective of the program is to help students seeking mental health services increase levels of healthy exercise. Other benefits of the program include increased social interaction, increased self-esteem, and decreased mental health symptoms, including anxiety and depression. The session will provide information regarding the mental health benefits of exercise, as well as the frequent obstacles that many students who are struggling with mental health issues face in order to engage in regular, healthy exercise. Additionally, the session will provide an in-depth framework of the WMP including treatment plans, recruitment of coaches and trainers, referral of students, and assessment of the program's effectiveness.		
Objectives	Describe the effectiveness of the Wellness Mentor Program as an adjunct treatment to mental health therapy. Describe how regular, healthy exercise can positively impact mental health symptoms. Demonstrate how other college counseling centers can implement a similar Wellness Mentoring Program on their campuses.		
CEs	APA & NBCC Approved 1.5 CE Hours		

THURSDAY	1:30 PM - 3:00 PM	LOCATION: SALON V	REFERENCE: BO 12
Title	The resilience advantage for college success		
Presenter(s)	Precious Sellars-Mulhern, Christiana Bishop		
Level	Foundation		
Topic	Clinical Issues		
Abstract	Description:What does performing at our best look like; Mentally, Emotionally, Physically, Socially, Academically? (Interactive exercise).What does our physiological state look like when we are performing at our best? View and experience a demonstration of some technology that provides insight into this question. (Computer technology demonstration with volunteer from audience).We've all had experiences where performing at our best, or being in the zone, has happened spontaneously, but how can we re-create the optimal performance zone? And, how can we build our resilience as we go through our busy college life?In this 90-minute presentation, you will understand what the physiology of optimal performance and coherence looks like and how to maintain and sustain this state to create more flow and ease through your busy days. You'll learn a scientifically-validated technique to help with emotional self-regulation and experience what the optimal performance state feels like internally. (Individual, self-reflective exercise).You will learn a strategy to prepare for more challenging or stressful events to create the Resilience Advantage for College Success. (Interactive exercise).Participant handouts and The College De-Stress Handbook will be given to each participant.		
Objectives	Participants will be able to describe how their emotions affect the way they see the world. Participants will be able to assess and shift their emotional state by applying specific self-regulation techniques. Participants will be able to apply techniques that will enhance their problem-solving capabilities.		
CEs	APA & NBCC Approved 1.5 CE Hours		

BREAKOUT ABSTRACTS

THURSDAY	1:30 PM - 3:00 PM	LOCATION: CHAMBER 3	REFERENCE: BO 13
Title	Community college counseling for students who have been formerly incarcerated: Counseling for a successful collegiate experience		
Presenter(s)	Dawn Norman, Stephen Bryant, Mechelle Du'Monde		
Level	Foundation		
Topic	Community Colleges		
Abstract	<p>While achieving success in higher education can be difficult for anyone, students with criminal backgrounds face even greater challenges. An increasing number of students on community college campuses have been incarcerated. Limits in education and finances, as well as restricted employment and housing options are just some of the barriers faced by students who have been incarcerated. A case study will be presented, allowing participants to analyze the academic and psychosocial needs of formerly incarcerated students and suggest intervention strategies to support their academic and personal success. The presenters will discuss mental health concerns, practical issues to be considered, and provide specific strategies and resources that may be useful when working with formerly incarcerated students. Counselors and advisors within the community college family will share experience and expertise with the group, through discussion, case study, and group sharing. Reference material will be available.</p>		
Objectives	<p>Upon completion of this workshop, participants will be able to articulate the challenges of a formerly incarcerated student, list possible interventions, and analyze the risk factors associated with the student's potential college success.</p> <p>Upon completion of this workshop, participants will be able to recognize a variety of practical needs to be considered when working with formerly incarcerated students, including personal and professional relationships and peer pressure.</p> <p>Upon completion of this workshop, participants will be able to discuss resources for formerly incarcerated students and their counselors, as well as available options to reestablish themselves within mainstream society.</p> <p>Upon completion of this workshop, participants will be able to critique the decision making and critical thinking skills of students who have been incarcerated.</p> <p>Upon completion of this workshop, participants will be able to assess the impact of students' criminal history on their selection of major and understanding of career opportunities.</p>		
CEs	APA & NBCC Approved 1.5 CE Hours		
THURSDAY	1:30 PM - 3:00 PM	LOCATION: CHAMBER 4	REFERENCE: BO 14
Title	Acculturation stress as a framework for counseling nontraditional students		
Presenter(s)	Hannah Bayne, Crystal Young		
Level	Intermediate		
Topic	Outreach/Clinical Issues		
Abstract	<p>Nontraditional students experience many barriers when entering the four or two-year college system, resulting in slightly higher attrition rates than traditional students (Sorey & Duggan, 2008). Nontraditional students may be first-generation college students, or may be returning to pursue second-career options, both of which can result in anxiety of the unknown. As a result, many feel out of place in the college setting and may experience the stress of trying to balance work, academic, and family life roles. This presentation conceptualizes the adjustment of nontraditional students through the lens of acculturation, providing strategies for how college counselors can both normalize and facilitate the process of adjustment as learning and adapting to cultural norms. The presentation will explain an acculturation model that consists of five distinct stages (Pederson, 1995), utilizing vignettes of how students may experience each stage in the academic setting and how counselors can intervene through both outreach and individual/group counseling efforts. The college environment itself will be conceptualized as a cultural entity consisting of unspoken norms and expectations that can impede student adjustment. The concept of creating a new identity that incorporates academic and future career planning will also be discussed, with suggestions for assessments and activities to facilitate this process. Participants will be able to discuss implications and considerations for utilizing this model in counseling and outreach programming.</p>		
Objectives	<p>Describe the challenges and stressors common to nontraditional student populations, as well as the potential impact of these stressors on student success and well being</p> <p>Introduce a revised model of acculturation, and describe its utility in understanding transitions into an academic environment</p> <p>Apply the acculturation model to the experience of adjustment for nontraditional students, noting potential reactions and counseling interventions at each stage</p> <p>Demonstrate, through vignettes and participant examples, the applicability of this framework in normalizing and facilitating the adjustment process for nontraditional students</p> <p>Analyze, through participant feedback and questions, the utility of the model for outreach, career, and individual/group counseling services</p>		
CEs	NBCC Approved 1.5 CE Hours		

BREAKOUT ABSTRACTS

THURSDAY	1:30 PM - 3:00 PM	LOCATION: SALON III	REFERENCE: BO 15
Title	Sex and the college student: Addressing bias and self-reflection when working with college students and sexuality		
Presenter(s)	Tom Caffery, Kelly M. Tyner		
Level	Intermediate		
Topic	Clinical Issues		
Abstract	Early adulthood can be a time of exploration of the identity of self and how one perceives their role in familial, peer and romantic relationships. Many college students may seek out therapy as a means of defining and addressing this exploration of self-identification. Within the context of this exploration, many young adults may find themselves addressing issues of sex and sexuality and how these aspects of the self can be integrated into how they perceive their whole self. This presentation will offer the audience an opportunity to explore and define sexually related therapy issues with college students as well as specific aspects of the therapy relationship that may require attention. The audience will be led in open dialogue regarding some of the possible considerations that may need to be addressed by the therapist when conducting sexually related therapy with college students. Cultural and ethnic sensitivity, biases, gender, and sexual identity will be presented with respect to how these issues may need to be addressed internally by the therapist as well as within the context of the therapist-client relationship.		
Objectives	<p>Presenters will provide participants a list of potential presenting problems that therapists may encounter with college students with regard to sex and sexuality.</p> <p>Presenters will lead participants in a dialogue to assist in the identification and exploration of personal biases regarding sex and sexuality as well as opportunities to determine how to best address these biases with the best interest of the client in mind.</p> <p>Participants will be led in an open discussion about cultural, ethnic, and gender sensitivity with regard to sex and sexuality and how these aspects of the client may influence how these topics are discussed and explored with college students.</p>		
CEs	NBCC Approved 1.5 CE Hours		
THURSDAY	1:30 PM - 3:00 PM	LOCATION: SALON II	REFERENCE: BO 16
Title	On the road to suicide prevention: Innovative methods for improving care delivery and redirecting scarce resources on college campuses		
Presenter(s)	Kelly Posner		
Level	Intermediate		
Topic	Clinical Issues/Crisis and Threat Assessment		
Abstract	The staggering rates of suicidal ideation and behavior on college campuses have prompted university officials to turn outward for comprehensive prevention plans that identify at-risk students. The Columbia-Suicide Severity Rating Scale (C-SSRS) has been at the forefront of such efforts. Dr. Posner will describe the development of the C-SSRS from an NIMH trial, highlighting the instrument's feasibility – gatekeepers from teachers to clergy routinely administer the scale, as no mental health training is required -- efficacy and predictive properties. She will discuss the practical implications of implementing the C-SSRS on campuses, including operationalized criteria for next-steps, which in turn facilitate more streamlined triage, conserve scarce resources, and expedite care delivery to those at highest risk. Beyond higher education, Dr. Posner will synthesize findings from the state-wide implementation of the C-SSRS, explaining a top-down approach that effectively links care systems (e.g., department of mental health, adolescent services, corrections, hospitals/behavioral health, crisis assessment). During the training portion, attendees will learn gold standard definitions for describing suicidal events (definitions adopted by the CDC from the C-SSRS), and best practices for tracking change in symptom presentation. The presentation will culminate in case examples that draw together knowledge learned on evidence-based suicide assessment.		
Objectives	<p>Discuss the utility of prospective suicide risk monitoring; Explain how preventative screening models can be used in education settings to identify at-risk students and establish care plans that allocate resources effectively.</p> <p>Demonstrate proficiency in administering the C-SSRS, and describe the importance of a unified assessment method for measuring suicidal ideation and behavior.</p> <p>Apply state-wide models for suicide surveillance using the C-SSRS to existing behavior health and management plans at universities.</p>		
CEs	APA & NBCC Approved 1.5 CE Hours		

BREAKOUT ABSTRACTS

THURSDAY

3:30 PM - 5:00 PM

LOCATION: CHAMBER 3

REFERENCE: BO 17

Title Building an emotional vocabulary: Creative solutions for preferred learning

Presenter(s) Teresa Prendes-Walls

Level Intermediate

Topic Other

Abstract Emotional management is one of the main tasks in the developing identity of a college student (Chickering & Reisner, 1993). Students feel rich, diverse, and complex emotions, yet they rely on the same limited number of words to express those feelings. When feelings become excessive or overwhelming they have the power to derail the educational process. In order to understand, find meaning in and accept their feelings, we must first help students build their emotional vocabulary. This dynamic experiential seminar combines current research on emotional development, expression, and preferred learning to provide strategies that will enhance the emotional vocabulary of the unique student. Using art, music, and interactive tools, participants will walk away with new techniques to use in their next session.

Objectives Recognize deficits in a student's emotional expression and understand both, the issues related to emotional management, as well as the benefits of an expanded emotional vocabulary.

Differentiate between the four learning styles and use observation and assessment to determine the preferred style of each student.

Apply concepts of preferred learning to design individualized therapeutic methods and/or modify current therapy to most effectively promote the development of a student's emotional vocabulary.

Experiment with music, art, and other interactive methods that can be used to promote a healthy understanding, acceptance and expression of emotion in students.

CEs NBCC Approved | 1.5 CE Hours

THURSDAY

3:30 PM - 5:00 PM

LOCATION: SALON IV

REFERENCE: BO 18

Title What's eating college students?: Findings from a new eating and body image study on university campuses

Presenter(s) Sarah Lipson

Level Foundation

Topic Clinical Issues

Abstract This session will present findings from a year-long pilot project exploring individual and environmental factors that influence students' relationships with eating, exercising, and body image, and how these relationships, in turn, fit into a larger picture of student well-being. At the two study sites, nearly five-thousand students completed the survey; quantitative and qualitative data will be presented from both campuses. The presentation will include key findings focused on: eating disorder screening tool results, body image concerns, weight and weight control, dieting and exercising, binge eating, substance use, physical/sexual/emotional abuse, comorbidity (anxiety, depression), help-seeking and barriers to service utilization, stigma, campus environment and perceptions. Participants will actively engage in a discussion of implications for research and practice (e.g. for campus-based intervention and prevention programs). Participants will also be introduced to new opportunities for engaging in campus-wide research in this area.

Objectives Participants will be able to explain key findings in the current literature regarding eating disorder risk factors, eating disorder prevention in the college student population, and key gaps in our knowledge in these areas.

Participants will be able to list key findings of the pilot year project that address current gaps in the literature on eating disorder risk factors for the college population and discuss the implication of these findings for reducing eating disorder risk factors.

Participants will be able to describe at least two actions steps they can implement to improve eating disorder prevention and education efforts for college students in their communities.

CEs APA & NBCC Approved | 1.5 CE Hours

BREAKOUT ABSTRACTS

THURSDAY	3:30 PM - 5:00 PM	LOCATION: CHAMBER 4	REFERENCE: BO 19
Title	Working with veterans on campus: Interventions to address addiction and trauma in military students		
Presenter(s)	Gladys Smith		
Level	Intermediate		
Topic	Clinical Issues		
Abstract	This seminar is designed for college and university counselors seeking tools to work better with veterans on campus. Addiction and trauma are two prevalent concerns for veterans returning to civilian life. This seminar equips therapist with a toolbox to address addiction and trauma in military students on campus.		
Objectives	<p>To describe and explain the intersection and prevalence of addiction and trauma in veterans on college campuses.</p> <p>To prepare college and university therapist to work with veterans with addiction and trauma diagnosis.</p> <p>Demonstrate 3 interventions helpful in addressing trauma bonds and addiction cycles for students.</p>		
CEs	NBCC Approved 1.5 CE Hours		
THURSDAY	3:30 PM - 5:00 PM	LOCATION: SALON II	REFERENCE: BO 20
Title	Keeping a collaborative solution focused orientation in therapy: Sacred cows, The Higgs Boson, and Wayne Gretzky		
Presenter(s)	Pat Mooney		
Level	Intermediate		
Topic	Clinical Issues		
Abstract	This presentation gives an overview of collaborative solution-focused therapy and uses case examples to illustrate various specific aspects of a collaborative solution-focused approach in work with different client populations. The presenter differentiates between evidence-based approaches and data-based approaches and challenges some commonly held assumptions about what constitutes effective therapy. The presenter draws from a variety of resources to illustrate conceptual commonalities among various disciplines ranging from psychotherapy to quantum physics to professional ice hockey.		
Objectives	<p>Participants will be able to list at least three basic principles of a collaborative solution-focused approach to therapy.</p> <p>Participants will be able to describe at least one example of an exception to a commonly held belief about therapy.</p> <p>Participants will be able to utilize information gained from the session to enhance their effectiveness in the therapy.</p>		
CEs	NBCC Approved 1.5 CE Hours		
THURSDAY	3:30 PM - 5:00 PM	LOCATION: CHAMBER 1	REFERENCE: BO 21
Title	Undocumented, unseen, unknown: Providing effective interventions and advocating for at-risk, immigrant college students (An Emerging Leader Program)		
Presenter(s)	Abrahm Saunders		
Level	Intermediate		
Topic	Multicultural Issues		
Abstract	<p>Caught in the cross-fire of the hotly contested sociopolitical immigration debate are 5.5 million immigrant youth in schools and communities across the U.S., of whom approximately 1 million are undocumented. Each year, 65,000 undocumented students graduate from high school. Estimates of the number of undocumented persons attending colleges and universities are not clear; however, it is evident that both undocumented college students and citizen-children affected by family members' undocumented status often encounter significant risk factors that impact their health, wellness, and ability to persist in higher education.</p> <p>College counselors can facilitate a sense of security and belonging through intentional work with immigrant college students. This presentation will provide empirically-based, culturally sensitive interventions that college counselors can use to cultivate individual resilience and create systems of support. Presenters will also describe major risk factors and common mental health concerns among undocumented students, discuss the effects of immigration status on cognitive and emotional development, describe the need for college counselors to act as advocates for this population, and provide critically important resources that college counselors must know to remain current with policies and laws that significantly impact undocumented clients.</p>		
Objectives	<p>-Describe empirically-based counseling interventions that college counselors can use to support clients affected by undocumented immigration status.</p> <p>-Discuss major risk factors, common mental health concerns, and effects of immigration status on the cognitive and emotional development of undocumented college students.</p> <p>-Define "patchworking" (Enriquez, 2011) in the context of undocumented youth and explain how college counselors can help undocumented clients to build resilience and create strong support networks on campus and in their community.</p> <p>-Explain how college counselors' knowledge of current federal laws such as Deferred Action for Childhood Arrivals and other existing pathways to permanent residency can significantly impact the wellbeing of their undocumented clients.</p> <p>-Provide resources for college counselors to continue to remain current on critical legal and advocacy issues regarding the immigrant college student population.</p>		
CEs	APA & NBCC Approved 1.5 CE Hours		

BREAKOUT ABSTRACTS

THURSDAY	3:30 PM - 5:00 PM	LOCATION: SALON III	REFERENCE: BO 22
Title	The complexity of mental health and psychosocial needs in counseling LGBT students: Ethics-based best practice for college counselors		
Presenter(s)	Catherine Roland, Leslie Kooyman, Larry Burlew		
Level	Advanced		
Topic	Clinical Issues		
Abstract	College students who identify as lesbian, gay, bisexual or transgender (LGBT) are at risk for developmental as well as more serious mental health issues. For some LGBT students, it may sometimes be difficult to seek mental health treatment, for fear of being misunderstood, judged to be 'unstable' or perhaps even unfit, partially or wholly based on their sexual identity. Their perception of this impedes the willingness to seek help, and jeopardizes academic and personal progress. LGBT students present challenges to college mental health professionals, because psychological or emotional issues are impacted by who they are as human beings, and that alone makes for complex and unusual aspects of any mental health concern. Manifestations of depression, anxiety or mood disorders may be rooted within past issues, however developmentally the struggles of young adulthood that college counselors might typically hear would be more complex and possibly more serious for LGBT college students. Overlapping issues could be sorted out through psychosocial assessment, or referral to psychiatric partners, and ethical constructs of those referrals will be discussed in this interactive workshop. An exploration of ethical issues will be discussed utilizing an ethical decision-making model with a case study.		
Objectives	<p>Participants will be able to identify characteristics (signs) of mental illness/emotional challenges such as depression, anxiety, mood disorders, or substance abuse, through biopsychosocial assessments in students who are in the coming out process and have no perceived support.</p> <p>Participants will be able to articulate ethical issues that may emerge in working with bi-sexual or transgendered students who present with family or couples concerns.</p> <p>Participants will be able to understand the intersection of LGBT identity development and mental health in counseling LGBT students.</p> <p>Participants will be able to demonstrate strong and appropriate boundaries while counseling LGBT individuals within the campus context and if any disciplinary or student conduct issues arise (ie harassment notices).</p> <p>Participants will be able to include assessment strategies of referral for students in need of psychiatric treatment on a long term basis to LGBT-knowledgeable medical professionals.</p>		
CEs	NBCC Approved 1.5 CE Hours		
THURSDAY	3:30 PM - 5:00 PM	LOCATION: CHAMBER 2	REFERENCE: BO 23
Title	Counseling centers, future tense: Limited or liberated to lead?		
Presenter(s)	David Wallace, Jon Brunner		
Level	Intermediate		
Topic	Administration/Supervision/Leadership		
Abstract	Current data clearly shows an increase in student emotional/behavioral health needs, and there is a resulting tension in many Counseling Centers between needs and resources to meet the challenge. Where are Counseling Centers headed? Are the economic pressures and campus expectations driving us toward a more isolating "clinical only" role? Is there a larger role for us to help stem the tide? Can we use our skills to build a stronger base for prevention and early intervention as well as direct counseling services? We can transform our outreach efforts into partnerships and collaborations that leverage and expand our resources. More connection with our campus colleagues can garner more resources for core counseling staff needs. Presenters will utilize examples of efforts already in place to illustrate the concept of systemic intervention, where counseling professionals lead alongside strategic partners, leveraging their skills and resources into larger efforts. In the roundtable portion of this session, participants will work together to apply the concepts shared by the presenters, including building awareness of what is already being done and formulating new ideas sparked by the presentation and collegial interaction.		
Objectives	<p>Participants will utilize information and ideas gained in the presentation and interactions with peers to develop a basic conceptual framework for collaborative prevention and early intervention work.</p> <p>Participants will assess their campus environments for current collaborative efforts and describe and discuss those ideas with their peers.</p> <p>Participants will brainstorm new ideas sparked by the presentation and compile possibilities for use on their own campuses.</p>		
CEs	APA & NBCC Approved 1.5 CE Hours		

BREAKOUT ABSTRACTS

THURSDAY

3:30 PM - 5:00 PM

LOCATION: SALON V

REFERENCE: BO 24

Title Transforming practice: Learning new ways to deal with disruptive students

Presenter(s) Saundra Lynch Ervin, Chayse Davis, Kimberly McGhee,

Level Intermediate

Topic Community Colleges

Abstract This presentation will share how one community college has successfully collaborated with the areas of Student Services, Academic Affairs, Counseling Services, Campus Police, and Student Conduct to effectively manage student disruptions and lower student conduct crises. Oftentimes these five areas have strained relationships. However, through creative and innovative practices and a commitment to transforming lives, they have established a solid professional relationship. Faculty and staff members are in excellent positions to recognize behavioral changes that characterize the emotionally challenged student. Participants will learn how to have effective educational conversations about managing student disruptions students through lecture and small group interaction. Participants will discover how to recognize and manage the behaviors of the most common types of student disruptions, signs of emotional distress, and create guidelines for effective interaction. Knowing the do's and don't's of specific student disruptions is a significant factor in successful problem resolution. Come learn how to engage in discussion about challenges in addressing student disruptions and identifying college resources that will also assist with managing the student disruptions.

Objectives Audience members will understand how to assess the do's and dont's when interacting with distressed students.

Audience members will learn how to identify signs and symptoms of distressed students.

Audience members will explore, discuss, and identify critical campus wide stakeholders, administrators, and partners that are vital to implementing a strategic plan for addressing the distressed student.

Audience members will acquire procedures for when and how to refer a distressed student for additional resources, both internal and external.

CEs APA & NBCC Approved | 1.5 CE Hours

BREAKOUT ABSTRACTS

FRIDAY	10:00 AM - 11:30 AM	LOCATION: SALON III	REFERENCE: BO 25
Title	Utilizing an eating disorder treatment team approach with college students		
Presenter(s)	Sharon Mitchell, Jessalyn Klein, Althea Maduramente		
Level	Intermediate		
Topic	Clinical Issues/Administration/Supervision/Leadership		
Abstract	The Eating Disorders Treatment Team provides multidisciplinary, coordinated care to students who are struggling with an eating disorder, weight issues, and body image concerns. The team is comprised of representatives from the counseling center, health center, and wellness education. The team meets on a biweekly basis to make treatment planning decisions including level of care needed. Findings from two years of data regarding client referrals, interventions, and treatment outcomes of the team are presented.		
Objectives	<p>To describe the makeup and function of an eating disorders treatment team in a college setting</p> <p>To explain how differences in client demographics and diagnoses relate to differential treatment decisions and outcomes</p> <p>To discuss the challenges and limitations of providing treatment for eating disorders in a college setting.</p>		
CEs	APA & NBCC Approved 1.5 CE Hours		
FRIDAY	10:00 AM - 11:30 AM	LOCATION: SALON V	REFERENCE: BO 26
Title	Responding to Power-Based Personal Violence (PBPV) survivors: Considerations for college counselors (An Emerging Leader Program)		
Presenter(s)	Abigail Conley, Megan Tajlili		
Level	Intermediate		
Topic	Clinical Issues		
Abstract	Intimate partner violence, sexual violence, and stalking are pervasive in the US, with women being disproportionately affected by this power-based personal violence (PBPV). Extensive reports from the Department of Justice found that 20-25% of college women and approximately 4-6% of college men are victims of rape while they are in college, and more than 90% of sexual assault survivors on college campuses do not report the assault (Fisher, Cullen & Turner, 2000; Krebs, Lindquist, Warner, Fisher & Martin, 2007).The effects this type of violence has on survivor's physical and mental health can be devastating and Title IX mandates that colleges and universities offer support services to survivors; therefore, college counselors must be prepared to meet this need. As trauma recovery is a highly individual process, differing greatly from client to client, this presentation serves to explore a diverse assortment of successful techniques for college counselors working with PBPV survivors. Specific techniques will include crisis counseling, restorying, anchoring, art therapy, and psychoeducation aimed at client empowerment.		
Objectives	<p>Analyze the context of PBPV including patriarchy, misogyny, oppression, rape myths and rape culture.</p> <p>Review the facts and statistics about PBPV on college campuses.</p> <p>Explain effective counseling techniques including crisis counseling, restorying, anchoring, art therapy, and psychoeducation aimed at client empowerment.</p> <p>Discuss implications and applications of the presentation material in the college counseling setting.</p>		
CEs	NBCC Approved 1.5 CE Hours		
FRIDAY	10:00 AM - 11:30 AM	LOCATION: SALON II	REFERENCE: BO 27
Title	Managing mental health disabilities: Partnering with your office of disability services		
Presenter(s)	Robert Rando, Heather Rando		
Level	Intermediate		
Topic	Multicultural Issues/Clinical Issues/Administration/Supervision/Leadership		
Abstract	This program will review the current legal and diagnostic issues associated with providing accommodations to students with mental health disabilities. A review of federal law applying to the provision of accommodations as well as accompanying clinical thresholds for appropriateness for accommodation requests will be presented and discussed. Process issues associated with counseling center and disability service collaboration will be explored.		
Objectives	<p>Describe and explain diagnostic severity thresholds necessary for mental health disability accommodation.</p> <p>Describe and explain requirements under the American's with Disability Act associated with the application of accommodations for mental health disability.</p> <p>Discuss relevant process issues associated with collaboration between counseling centers and offices of disability services in the assessment of mental health conditions and the application of accommodations.</p>		
CEs	APA & NBCC Approved 1.5 CE Hours		

BREAKOUT ABSTRACTS

FRIDAY	10:00 AM - 11:30 AM	LOCATION: CHAMBER 4	REFERENCE: BO 28
Title	Mission completion initiative		
Presenter(s)	Lourra Barthuly, Larry Dutmer		
Level	Foundation		
Topic	Administration/Supervision/Leadership		
Abstract	<p>Three years ago Colorado Mountain College had significant drop, fail and withdrawal rates. Currently, according to CollegeMeasures.org (2013) Colorado Mountain College is number 17 in the nation for graduation and transfer rates and number 1 among Colorado colleges. In the Fall of 2010, Colorado Mountain College implemented a completion team culture. Working with assumptions and college challenges identified through surveys, a small committee designed a definition of completion team culture, mission, values, and action plan. After three years of implementation the results are astounding and the college is now ranked in the top 20% of the nation for great completion rates. In the first year alone the fail ratio of key barrier courses were decreased by over 60%. This session is designed for administrators and student affairs departments to organize and design their own completion team and action plan. The session will consist of a clear outline of the process and tools to design a team for their colleges. The session will address specific barriers that colleges face and ways to overcome those barriers. Participants will leave with a clear process and tools to take back to their campuses and begin their own successful completion team project.</p>		
Objectives	<p>Participants will discuss the philosophy and dynamics of a team approach to student completion and apply concepts to their own culture or environment.</p> <p>Attendees will design a completion team initiative and action plan to take back to their organization.</p> <p>Participants will compare and develop ongoing assessment measures that demonstrate effectiveness in a completion culture on a college campus.</p>		
CEs	NBCC Approved 1.5 CE Hours		
FRIDAY	10:00 AM - 11:30 AM	LOCATION: SALON IV	REFERENCE: BO 29
Title	Feminist and multicultural perspectives in working with survivors of sexual assault		
Presenter(s)	Candace Park, Michele Caruso, Stacey Guidry		
Level	Intermediate		
Topic	Clinical Issues/Multicultural Issues		
Abstract	<p>Sexual assault continues to be a prevalent and concerning issue on college campuses, and as the student population continues to become more diverse, the services provided by university counseling centers must adapt to address the growing needs of these students. Survivors of sexual assault bring many factors to the counseling session that contribute to their post-assault experience, and working with these clients from a feminist/multicultural counseling perspective allows clients to work toward a full integration of the experience according to their own needs. This presentation will focus on working with survivors of sexual assault through a feminist/multicultural lens, with attention given to addressing sexual assault within a social context, trends in the college population, minority students, male survivors, adapting research supported interventions for application through feminist/multicultural therapy, and social justice advocacy for survivors of sexual assault.</p>		
Objectives	<p>Audience members will be able to identify basic tenets of feminist and multicultural therapies</p> <p>Describe current trends related to sexual assault on college campuses</p> <p>Apply feminist and multicultural therapies when working with survivors of sexual assault</p>		
CEs	APA & NBCC Approved 1.5 CE Hours		

BREAKOUT ABSTRACTS

FRIDAY

10:00 AM - 11:30 AM

LOCATION: CHAMBER 2

REFERENCE: BO 30

Title Counselor practice and legal considerations related to gender based misconduct

Presenter(s) Amy Zavadil, Leslie Kooyman, Ashley Janosko

Level Advanced

Topic Clinical Issues

Abstract Sexual harassment is prevalent among students on college campuses. Most college students, roughly two-thirds, indicate that they and/or their friends have been sexually harassed (Hill & Silva, 2005). The prevalence of sexual harassment and gender inequities in society serves to desensitize students' perceptions. With an increased focus on an institution's obligation to respond to potential harassment within the campus community, counselors working in higher education need to be prepared to support students who disclose incidence of sexual harassment. With Office of Civil Rights Title IX guidance in 2011, and the recent Campus Sexual Violence Elimination Act (Campus SaVE, within VAWA), there will be increased support and necessity for outreach and education, in addition to continuing to provide appropriate campus services. To provide adequate support and assistance to students it is important to maintain current awareness of ever changing student values and attitudes, interpersonal behaviors and cultural influences, as well as recognizing physical and emotional challenges being faced in conjunction with developmental tasks in addition to the dynamics of traumatic response. This session will provide discussion of risk factors, risk management, and traumatic response, through use of case studies and resource sharing.

Objectives Discuss short and long term implications of experience of gender based harassment (including sexual assault) among college students. Discuss recognition of risk factors and traumatic response, as well as influences impacting both. This will include presentation of potential mental health response (short and long term), as well as providing a resource list for additional reading.

Explain legal obligations of educational institutions, including Title VI and IX, as they relate to work with students disclosing gender based misconduct. References will be provided for further reading, as well as suggestions for planning collaboration with campus colleagues.

Discuss considerations for working with perpetrators as well as targets of gender based harassment in counseling settings. Little attention is given to those who engage in (or are alleged to have engaged in) gender based misconduct. A case study will be utilized to discuss similarities and differences to consider in working with students around issues of gender based misconduct.

Through analysis and discussion of a case study, apply learning and compile /share examples of programs, resources and initiatives utilized by attendees.

CEs NBCC Approved | 1.5 CE Hours

FRIDAY

10:00 AM - 11:30 AM

LOCATION: CHAMBER 1

REFERENCE: BO 31

Title Managing college to career transitions: The interplay of workplace & sexual identities for LGBT students

Presenter(s) Nicole Pacheco Pulliam, Rick Brown

Level Intermediate

Topic Clinical Issues

Abstract This program will provide insight into transitional issues related to workplace and sexual identity management, with a focus on traditional-aged LGBT college students. The format will include the use of case study, personal narratives, and a thorough review of the literature. Topics will include a brief overview of sexual identity models, common workplace experiences of LGBT individuals in relation to college to career experiences in particular, and coping strategies. The impact of intersecting identities will also be considered. The presentation will conclude with a discussion of strength-based approaches to counseling LGBT students.

Objectives By the end of this presentation, participants will be able to describe key college to career transitional issues as they relate to workplace and sexual identities for LGBT students.

By the end of this presentation, participants will be able to examine the fundamentals of sexual identity models and apply this knowledge to the LGBT student population.

By the end of this presentation, participants will be able to demonstrate an awareness of the intersection of multiple identities.

By the end of this presentation, participants will be able to discuss the significance of strength-based approaches to counseling when working with the LGBT college student population.

CEs APA & NBCC Approved | 1.5 CE Hours

BREAKOUT ABSTRACTS

FRIDAY

10:00 AM - 11:30 AM

LOCATION: CHAMBER 3

REFERENCE: BO 32

Title Lost and found: Facilitating personal and career counseling for second-career students

Presenter(s) Hannah Bayne, Crystal Young

Level Intermediate

Topic Community Colleges

Abstract A difficult job market, career dissatisfaction, and other personal or socioeconomic factors have resulted in the return to college of students seeking additional training to pursue second-careers. The decision to pursue a second career can be fraught with questions of personal identity, pressure to get the most out of the time and cost of additional training, and recurring doubts as to whether the newly chosen career will be an answer to professional fulfillment (Lucas, 1999; Smart & Peterson, 1997). Second-career students may feel disconnected from the college environment, and unsure of whether they will be able to fit in or manage a return to academia (Sorey & Duggan, 2008). This presentation will explore counseling approaches based on the personal and career needs of this population. Models of identity development will be presented as they apply to the potential issues facing second-career students, and suggestions for assessments and interventions targeting identity exploration will be provided (Brown, Bimrose, Barnes & Hughes, 2012; Fernandez, Fouquereau, & Heppner, 2008). Career counseling needs of this population will also be addressed, with a focus on assessment and facilitation of career development and second-career selection (Goodman & Savage, 1999).

Objectives Explain the personal and career considerations of second-career students including identity, career decision-making, and life transitions.

Discuss potential assessments (CTI, MBTI, CASI, SII, Life Work Portfolio, My Career Chapter, etc.) for facilitating career and personal counseling of second-career students.

Explore strategies for individual/group and outreach intervention at four-year and community college settings to enhance career planning and engagement.

Demonstrate, through audience participation, the considerations of self-awareness, realism of career planning, and intersecting life roles and pressures that may impact exploration of a second-career.

Apply the presentation material to the activity, through audience participation, in order to demonstrate the potential utility of these strategies to various student populations.

CEs NBCC Approved | 1.5 CE Hours

FRIDAY

1:00 PM - 2:30 PM

LOCATION: SALON V

REFERENCE: BO 33

Title The power of positive: Utilizing positive psychology to improve student well-being

Presenter(s) Tamara Knapp-Grosz

Level Intermediate

Topic Clinical Issues

Abstract This workshop will provide a basic orientation to the field of Positive Psychology and Well-Being Theory. In addition, specific assessment tools and well-researched techniques for increasing overall well-being will be presented and demonstrated. Finally, this workshop will allow for experiential practice of some specific positive psychology exercises.

Objectives Participants will be able to verbalize an understanding of the 5 elements of well-being theory (Positive emotion, Engagement, Relationships, Meaning and Achievement)

Participants will learn a minimum of 5 Positive Psychology interventions that they can utilize in their work with students

Participants will be introduced to a minimum of 3 specific assessment tools utilized in Positive Psychology

CEs APA & NBCC Approved | 1.5 CE Hours

BREAKOUT ABSTRACTS

FRIDAY

1:00 PM - 2:30 PM

LOCATION: CHAMBER 2

REFERENCE: BO 34

Title Working with eating disordered clients in the college environment

Presenter(s) Lynda Noffsinger

Level Intermediate

Topic Clinical Issues

Abstract Eating disorders have one of the highest mortality rates of mental illnesses. This presenter has been working with eating disordered individuals for fourteen years in her private practice and for seven years at High Point University. Over the course of fourteen years, the presenter has worked with hundreds of eating disordered clients and has learned as much about what not to do as to what to do in order to help these clients. She will present case examples that illuminate what she has learned from working with this challenging population. There is physical component to this illness as well as a mental/emotional component and both must be addressed to properly treat an eating disordered client. Presenter will discuss what constitutes the preferred treatment team, various treatment approaches and other aspects of working with an eating disordered college student. Presenter will also discuss the importance of knowing when it is necessary to suggest a higher level of care and also the importance of gaining awareness of programs throughout the country that specialize in eating disorder issues.

Objectives Increase awareness of what is involved with working with eating disordered clients

Cite examples from actual eating disorder cases to increase knowledge of how to work with this challenging population

Dispel information about when a higher level of care is necessary and to identify programs that specialize in eating disorders

CEs APA & NBCC Approved | 1.5 CE Hours

FRIDAY

1:00 PM - 2:30 PM

LOCATION: CHAMBER 3

REFERENCE: BO 35

Title Dealing with the waitlist; beyond session limits

Presenter(s) LuAnn Helms

Level Intermediate

Topic Other

Abstract Most college and university counseling centers are struggling to find effective ways to cope with the growing demand for services. This presentation will focus on how one counseling center adjusted their intake and referral system in a way that significantly improved their ability to provide services to students in a timely manner. An over view of the system will be presented, and the impact the new system has had on service provision and client/student satisfaction will be discussed. In addition, attendees will be provided with an opportunity to share additional ways to manage client waitlists.

Objectives Participants will be able to describe one model for decreasing waitlists

Participants will compare new model to the traditional intake model

Participants will be able to explain benefits and challenges to changing models

Participants will discuss ways to decrease waitlists

CEs NBCC Approved | 1.5 CE Hours

BREAKOUT ABSTRACTS

FRIDAY

1:00 PM - 2:30 PM

LOCATION: CHAMBER 4

REFERENCE: BO 36

Title Assessment of counseling services: An introduction to using CAS

Presenter(s) Laura Dean, M.J. Raleigh

Level Foundation

Topic Administration/Supervision/Leadership

Abstract The recently updated CAS Standards and Guidelines for Counseling Services offer college counselors a tool for assessing the quality of their services. CAS, the Council for the Advancement of Standards in Higher Education, is an organization of 39 member associations (including ACCA) from student services areas throughout higher education, committed to quality assurance. The CAS standards are designed to describe “good practice” and to provide a basis for assessment of services. In an era of increased pressure toward accountability, assessment, and effectiveness, the CAS approach provides a useful way to measure service quality through the use of professional standards. The CAS approach is most useful for counseling services that do not hold accreditation or other external means of evaluation. This program will introduce participants to the CAS concept and materials and provide strategies for using the standards, including the identification and assessment of learning & development outcomes. Discussion will focus on the CAS model, the process for planning a self-study, and the assessment of learning and development outcomes, as well as the standards for Counseling Services. Small-group exercises will help participants apply concepts related to program review and outcomes assessment.

Objectives Participants will be able to describe the purpose of CAS and of the functional area standards

Participants will be able to explain the CAS approach for self-study and assessment of counseling services

Participants will be able to discuss the implications for practice of the CAS standards for counseling Services

CEs APA & NBCC Approved | 1.5 CE Hours

FRIDAY

1:00 PM - 2:30 PM

LOCATION: SALON II

REFERENCE: BO 37

Title DSM V alcoholism criteria: Implications for counselors working with college women

Presenter(s) Latrina Raddler, Elise Johns, Roxane L. Dufrene

Level Foundation

Topic Clinical Issues

Abstract In a recent study by the Center for Disease Control (CDC), the epidemic of binge drinking in women was highlighted. According to the CDC, 1 in 5 high school girls engage in binge drinking, contributing to the deaths of 12,000 women annually. Based on the current estimates, binge drinking has become a prevalent problem and occurs more often in women than men, starting as early as in high school for girls, then persists with age. In today’s culture, a complicating issue is that binge drinking is socially acceptable, with the majority of high risk incidents going unnoticed. With the statistics of binge drinking for females on the rise and the new DSM V diagnostic criteria slated to appear in May 2013, the purpose of this presentation will be to inform counselors about the new DSM V criteria substance use disorder, how to apply the DSM V criteria, and what are the implications for assessment and referral procedures when working with female college students? Scenarios of how to work with college women will be used. Handouts of scenarios and the power point presentation will be provided to participants.

Objectives To discuss the recent CDC study and related research that focuses on college drinking patterns of women.

To examine the social issues related to binge drinking that impact female college students.

To examine the new DSM V criteria for substance use disorder.

To examine the implications for assessment, counseling, and referral procedures for female college students.

CEs APA & NBCC Approved | 1.5 CE Hours

BREAKOUT ABSTRACTS

FRIDAY	1:00 PM - 2:30 PM	LOCATION: SALON III	REFERENCE: BO 38
Title	Making campus a safe zone for transgender students: Implications for counselors and colleges		
Presenter(s)	Megan Tajlili		
Level	Intermediate		
Topic	Clinical Issues		
Abstract	<p>“Just be yourself.” This self-affirmation celebrates the self-acceptance and individuality constructs that most young adults embrace during their college years. Unfortunately, this affirmation may hold a plethora of pressure and confusion for a young adult who identifies as transgender. This college student could experience harassment, isolation, physical violence, and emotional turmoil resulting from their decision to “come out” as a transgender individual. Such negative consequences may inhibit academic work and social skill development, as well as provoke detrimental self-destructive behaviors. This session will help counselors identify the strengths and weaknesses that their campus possesses in working with this population, hear what programs campuses are implementing to create a transgender student-friendly campus climate, assist counselors in learning effective and proven counseling techniques to use with students who identify as transgender. Finally, this program offers participants to concrete steps to create an action/advocacy plan that they can implement on their campus when they return.</p>		
Objectives	<p>Participants will describe the challenges facing students who identify as transgender on college and university campuses today.</p> <p>Participants will locate “best practice” schools who are leading the way in providing transgender student-friendly environments.</p> <p>Participants will identify and practice counseling techniques that work best with this student population.</p> <p>Participants will generate action and advocacy plans to improve campus climate for students who identify as transgender.</p>		
CEs	APA & NBCC Approved 1.5 CE Hours		
FRIDAY	1:00 PM - 2:30 PM	LOCATION: CHAMBER 1	REFERENCE: BO 39
Title	Brief alcohol interventions: The BASICS Legacy		
Presenter(s)	Brooke Arterberry, Cynthia Baker		
Level	Intermediate		
Topic	Outreach		
Abstract	<p>Alcohol use continues to be a concern on college campuses due to the social and personal negative consequences resulting from hazardous use. Historically, clinicians and researchers have developed interventions like BASICS, which were designed to reduce excessive alcohol use and negative consequences associated with high-risk alcohol use. Since the development of BASICS, many universities have implemented brief motivational interventions targeting alcohol use and marijuana use based on the BASICS model, where research has shown BASICS to be an efficacious intervention. Furthermore, modified versions of this intervention have been used across universities. Since BASICS though, new developments in brief interventions for college student alcohol use have been designed and have also been shown to be effective in reducing alcohol use and alcohol-related negative consequences. Such developments have taken the form of brief individual face-to-face interventions, group interventions, and emailed personalized feedback. Additionally, some of these interventions can be delivered by those with little specialized training. This presentation will provide a review of brief interventions developed after BASICS that can be implemented at college counseling centers.</p>		
Objectives	<p>One purpose of the current presentation will be to provide a detailed explanation of the BASICS model. We will include an explanation of how this approach has it has been used as a basis for newer, briefer interventions.</p> <p>Another goal of this presentation will be to examine current trends in college student alcohol use interventions that have been shown to be effective at reducing alcohol use and alcohol-related negative consequences.</p> <p>We also will discuss how clinicians can use these current interventions within the context of college counseling centers. For example, the use of personalized feedback targeting specific behaviors or beliefs can be executed with a brief intervention.</p>		
CEs	APA & NBCC Approved 1.5 CE Hours		

BREAKOUT ABSTRACTS

FRIDAY	1:00 PM - 2:30 PM	LOCATION: SALON IV	REFERENCE: BO 40
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Title	Primary prevention techniques with millennial college students: Programming adaptations and implications		
Presenter(s)	Stephanie Bluth, Amanda La Guardia		
Level	Intermediate		
Topic	Outreach		
Abstract	Millennials are the most racially and ethnically diverse generation in U.S. history. Today's college demographics and the unique characteristics of Millennial students have generated a great deal of interest in college counseling centers across the nation. Millennials are a generation of college students marked by challenges with time management, zero tolerance for delays or idle time, sleep deprivation, family of origin issues, and high levels of stress and anxiety. In an effort to identify ways to connect with these students, provide relevant programming, and successfully market available counseling services this session will first examine current best practices. Looking past alcohol, healthy relationship, and other conventional programming participants will learn more about the most frequently used modes of creative interventions and specific techniques that they will be able to introduce in their own counseling and psychological service centers.		
Objectives	<p>Participants will discuss the use of tools (microblogs, blogs, social networks, cloud sharing resources, and RSS feeds as counseling tools).</p> <p>Participants will discuss and critique practical steps and counseling approaches for getting through the digital haze and helping students find a balance between social media use and genuine interpersonal connection.</p> <p>Assess how Millennial's generations levels of social altruism can be used to determine campus programming.</p>		
CEs	NBCC Approved 1.5 CE Hours		

FRIDAY	3:00 PM - 4:30 PM	LOCATION: SALON III	REFERENCE: BO 41
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Title	Online counseling: A guide to building a successful program in counseling's newest frontier		
Presenter(s)	Lisa Adams, Sadie Young		
Level	Foundation		
Topic	Clinical Issues		
Abstract	As online classes become more popular in universities and online counseling becomes more popular in the private sector, demand has increased for online counseling in universities. The University of West Georgia began an online counseling program in August 2012, which provides individual and group counseling for personal clients and online outreach programs. The process of beginning an online counseling program can seem daunting, due to the variety of available mediums, unfamiliarity of with legal issues, and even concerns for quality of service. This presentation will describe the process of building an online counseling program, from guidelines to technology to methodology. It will also examine some challenges to a successful program, and it will provide tips and tricks for working with students in an online environment.		
Objectives	<p>Describe the elements of the University of West Georgia Counseling & Career Development Center's online counseling program. These include needs assessments, personal counseling, outreach, and marketing of the program.</p> <p>Discuss rules, technology, and methodology issues that are specific to online, personal counseling. These range from ways to provide the best quality of service to planning for crisis situations online.</p> <p>Provide tips and tools, learned from the first year of the program, that can be useful to prevent and overcome challenges during program development.</p>		
CEs	NBCC Approved 1.5 CE Hours		

BREAKOUT ABSTRACTS

FRIDAY	3:00 PM - 4:30 PM	LOCATION: SALON IV	REFERENCE: BO 44
Title	Creature comforts: A Pilot study assessing the efficacy of an animal-assisted outreach program		
Presenter(s)	Leslie Stewart, Franco Dispenza, Taffey Cunnien		
Level	Intermediate		
Topic	Clinical Issues		
Abstract	<p>The learning objectives of this education session will be communicated to attendees through a brief introductory discussion about Animal Assisted Therapy (AAT) in counseling, designed to define AAT and outline practical aspects associated with the practice of AAT. The presenter will continue by introducing the rationale, methods and outcomes for the current study. The findings of the current study, which will include aspects relevant to program development, will be communicated to attendees through a structured interactive discussion. Attendees will have the opportunity to meet and interact with the registered therapy dog that was present during the outreach program. Slides and handouts will function as an outline to aid the presenter in clarifying and defining key concepts and themes appropriate to AAT. Attendees will be invited to participate in the discussion and encouraged to share impressions, thoughts and questions throughout the education session.</p>		
Objectives	<p>Define Animal Assisted Therapy (AAT) and distinguish ways in which it differs from other types of animal assisted activities, as well as identify practical aspects essential to the practice of AAT in counseling, including: a) empirical benefits associated with AAT, b) training and evaluation components relevant to AAT, and c) risks, contraindications, ethical and multicultural considerations appropriate to AAT</p> <p>Discuss the impact of the program's impact on student state anxiety and loneliness</p> <p>Discuss qualitative feedback provided by students, counseling center staff, and administrators</p> <p>Discuss qualitative feedback about a program at another college counseling center, which was modeled after the pilot program and developed in collaboration with the primary presenter</p> <p>Identify strategies and resources for implementing similar programs on other campuses and in other mental health settings</p>		
CEs	APA & NBCC Approved 1.5 CE Hours		
FRIDAY	3:00 PM - 4:30 PM	LOCATION: SALON II	REFERENCE: BO 45
Title	Spirituality: A transitional issue for college students (An Emerging Leader Program)		
Presenter(s)	Claudette Brown-Smythe, Sarah F. Spiegelhoff		
Level	Intermediate		
Topic	Outreach		
Abstract	<p>The transition from high school to college can be challenging. To aid in the transition, colleges oftentimes have outreach programs to help with students' academic and social adjustment addressing selective components of their wellness. When students turn up for counseling or advising, with our best effort to address the whole person the spiritual aspect of wellness can easily be overlooked. Spirituality is a resource that can assist students in their transition to college and can help them cope with changes and challenges that they may face. Counselors can help students develop knowledge and skills that can assist them in their exploration, as well as help them work towards spiritual wellness. In this round table, participants will be engaged in discussions on addressing spirituality in counseling clients and case examples. Additionally participants will be engaged in an experiential application of counseling techniques that explore spirituality as a coping strategy for college students.</p>		
Objectives	<p>Explain the multidimensionality of spirituality as a construct and as a dimension of wellness</p> <p>Discuss the use of spirituality in working with college students</p> <p>Discuss ways to introduce and explore spirituality in counseling with college students</p> <p>Demonstrate strategies that can be utilized address/ explore spirituality in counseling</p>		
CEs	APA & NBCC Approved 1.5 CE Hours		

BREAKOUT ABSTRACTS

FRIDAY	3:00 PM - 4:30 PM	LOCATION: CHAMBER 3	REFERENCE: BO 46
Title	Capturing the needs of community college students; providing services to a diverse and changing population		
Presenter(s)	Amy Lenhart, Janelle Johnson		
Level	Intermediate		
Topic	Clinical Issues/Community Colleges		
Abstract	Community colleges continue to serve an increasingly diverse student population. Counselors working in the community college setting face a growing obligation to understand the challenges students bring. Counselors in the community college setting are posed with finding answers to the impact of generational issues, students being unprepared academically, the role of parental involvement, and lack of social skills with an ever increasing dependence on technology. Additional areas of concern are lack of coping skills, increased behavioral threats, decreased ability to handle emotional issues, increased severity of mental health concerns, and a crumbling respect for authority in the classroom. How we offer and provide services for students in the future will be directly impacted by our ability to understand the needs of the students we serve.		
Objectives	<p>Discuss best practices when working with a diverse population.</p> <p>Identify the challenges when working with community college students.</p> <p>Describe the generational challenges students bring.</p> <p>Assess the impact technology may play on communication skills.</p>		
CEs	NBCC Approved 1.5 CE Hours		
FRIDAY	3:00 PM - 4:30 PM	LOCATION: SALON V	REFERENCE: BO 47
Title	Evidenced-based interventions for working with LGBTQ students		
Presenter(s)	Ryan Hancock, Anna-Kate Oglesby, Michael LaCour		
Level	Intermediate		
Topic	Multicultural Issues		
Abstract	The counseling profession continues to produce significant advances in evidenced-based interventions for counseling heterosexual students, while research regarding evidenced-based interventions with sexual minority students remains largely unexplored. The practice of evidenced-based treatments with sexual minority students is important in order to provide the best practices for this sensitive population. Best practices can help to ensure that only the most effective treatments are provided and will discourage the use of non-empirically based treatments. This presentation will discuss current research on evidenced-based interventions for counseling sexual minority students, as well as demonstrations and role-plays.		
Objectives	<p>To increase awareness of evidenced-based practices with LGBTQ students.</p> <p>To understand the differences between heterosexual and sexual minority students.</p> <p>To incorporate current mainstream treatment techniques with the sexual minority population.</p>		
CEs	NBCC Approved 1.5 CE Hours		
FRIDAY	3:00 PM - 4:30 PM	LOCATION: CHAMBER 2	REFERENCE: BO 48
Title	Current trends in college counseling - A look at our ACCA survey		
Presenter(s)	Monica Osburn		
Level	Foundation		
Topic	Administration/Supervision/Leadership		
Abstract	ACCA, with the help of Dr. Bob Gallagher, has been collecting data on the state of college counseling. Dr. Gallagher has data trends back since the 1980's. Come see the history and trends in our profession. This data will continue to shape our vision of college counseling moving forward.		
Objectives	<p>Participants will be able to see the breadth of services and service delivery in college counseling.</p> <p>Participants will be able to articulate where greater number of psychological problems present in the student population and what centers are doing to address it.</p> <p>Participants will be able to demonstrate multidisciplinary approaches in college counseling.</p> <p>Participants will be able to identify most prevalent risk indicators in college counseling.</p>		
CEs	APA & NBCC Approved 1.5 CE Hours		

BREAKOUT ABSTRACTS

SATURDAY

8:30 AM - 10:00 AM

LOCATION: CHAMBER 3

REFERENCE: BO 49

Title Glad you asked - what's going on behind that closed door

Presenter(s) David Denino, Vanessa Pomarico

Level Foundation

Topic Other

Abstract Caring for the transgender client can often be confusing and inadequate for both the patient as well as the provider. This two part session will focus on questions transgender clients would like clinicians to ask while on their transitional journey. Part two will focus on “what’s going on at the other end” with information provided by a medical provider with extensive experience providing health care for this population. Part one is a synopsis of questions posed (by survey) to the transgender community conducted by David J. Denino, LPC, Director Emeritus at Southern CT State University. The responses are non-scientific/researched based, but rather answers to real life questions posed. Part two will be conducted by Vanessa Pomarico, APRN, President of the Connecticut Advanced Practice Registered Nurse Society (CTAPRNS), Interim Director of the Family Nurse Practitioner Track at SCSU and a Board member of the Jim Collins Foundation. She will focus on clinical guidelines addressing how to provide healthcare in a way that is open, affirming, and meets a variety of needs for these clients. Particular health risks and service needs faced by this population will be described, including how to make care more accessible and welcoming to transgender patients.

Objectives Apply concise, real life, lived experiences from the transgender community as it relates to counseling and therapy
Describe the appropriate language used when caring for the transgender client. Discussion will cover appropriate terminology and questions to ask this clientele
Identify the differences between gender identity, transsexual and transgender
Utilize WPATH standards of care for transgender clients
Discussion of how to transition clients into an office, how to effectively train office staff as well as sensitivity training for staff members who will care for these clients

CEs APA & NBCC Approved | 1.5 CE Hours

SATURDAY

8:30 AM - 10:00 AM

LOCATION: SALON II

REFERENCE: BO 50

Title Campus stakeholder reported barriers and facilitators to campus suicide prevention

Presenter(s) Rachel Kagel

Level Intermediate

Topic Clinical Issues/Crisis and Threat Assessment

Abstract This study explored stakeholder perceptions of the factors that impede or facilitate campus suicide prevention programs. The researchers interviewed 99 campus members including administrators, faculty members, students, and counseling center staff on 21 U.S. campuses. Five perceived barriers and facilitators were commonly reported by respondents. These perceived barriers and facilitators may inform the design and implementation of campus-based efforts to prevention suicide.

Objectives To describe most commonly reported campus stakeholder reported barriers and facilitators to suicide prevention efforts on 21 college campuses

To discuss how these reported barriers and facilitators may inform new and ongoing efforts

To present key recommendations to for college counselors for campus-based suicide prevention programs

CEs APA & NBCC Approved | 1.5 CE Hours

BREAKOUT ABSTRACTS

SATURDAY

8:30 AM - 10:00 AM

LOCATION: SALON III

REFERENCE: BO 51

Title It's not what's eating you – It's what you're eating: Facilitating college counselor and client understanding of nutrition, supplements, and mental health

Presenter(s) Aimee Adams, Lisa Coulter

Level Foundation

Topic Clinical Issues

Abstract The Standard American Diet is increasingly recognized as one that provides excessive intake of food with limited nutritional value. College students in particular are shown to consume diets that provide nutrition that is well below what is recommended due to a combination of factors including limited financial resources, limited access to fresh foods, and increased alcohol consumption. College counselors are uniquely positioned to provide interventions that help students and clients understand the connections between mental health and nutrition. Given their knowledge of goal setting and motivation, they are also capable of helping clients set and achieve goals related to improved nutritional intake. Unfortunately, counselor education programs are not required to provide information on nutrition or dietary supplements, leaving most counselors underprepared to address these issues. The presenters will explain the connections among stress, diet, nutritional supplements, and mental health and will provide resources for obtaining additional knowledge in this area. Attendees will apply information gained about assessment and intervention through case examples. Additionally, a demonstration of a "juicing" outreach program designed to increase students' awareness of nutrition and mental health will be conducted. Guidelines for referrals and the importance of a multidisciplinary approach to this topic will also be covered.

Objectives Participants will be able to describe the connection between nutrition and mental health issues and how college students are uniquely affected by nutrient-deficient diets.

Participants will be able to list resources for further education on the nutrition-mental health connection.

Participants will be able to list examples of nutritional supplements implicated in the treatment of mental health issues.

Participants will be able to describe the limitations of college counselors in providing nutritional education to clients and identify potential referral resources for clients requiring additional information.

Participants will apply the knowledge gained in this session through case examples and an interactive outreach demonstration.

CEs NBCC Approved | 1.5 CE Hours

SATURDAY

8:30 AM - 10:00 AM

LOCATION: SALON IV

REFERENCE: BO 52

Title Play is not just for children: How to integrate expressive art techniques for counseling college students

Presenter(s) Laura Fazio-Griffith, June Williams

Level Intermediate

Topic Clinical Issues

Abstract This session will incorporate expressive art techniques including the use of sand tray to assist counselors working with the college population. A general overview of the issues and needs for this population will be combined with innovative techniques that provide effective counseling interventions. The specific needs of this population will be addressed through the use of expressive art techniques and sand tray, which will result in a culmination of new skills to benefit the counselor and the client. Session participants will hone and develop new counseling skills using expressive art techniques and sand tray interventions.

Objectives Participants can describe the issues and needs of the college population in relation to effective clinical services.

Participants will demonstrate a working knowledge of expressive art and sand tray interventions for use in counseling sessions with college students.

Participants will apply expressive art techniques and sand tray interventions to specific needs and issues of college students in a clinical setting.

Participants will be able to analyze the benefits of utilizing expressive art techniques and sand tray interventions in counseling sessions with college students.

CEs NBCC Approved | 1.5 CE Hours

BREAKOUT ABSTRACTS

SATURDAY	8:30 AM - 10:00 AM	LOCATION: CHAMBER 1	REFERENCE: BO 53
Title	Uncorking the bottleneck: Implementing a triage system in a university counseling center		
Presenter(s)	Bryony Williams		
Level	Foundation		
Topic	Clinical Issues		
Abstract	Similar to other university counseling centers across the country, NC State University's Counseling Center has struggled with meeting the needs of students within an appropriate timeframe with the resources available to us. One of our solutions to this problem was to develop a triage system, which allows students who present with a level of urgency to be seen and assessed immediately and then scheduled accordingly. It also allows us the ability to provide immediate support and offer more proactive intervention, thus preventing the student from decompensating further while having to wait for a future counseling appointment. In this session, participants will learn about the system that NC State University has implemented, and will be able to discuss similar concerns and/or solutions that they have benefited from in their own centers.		
Objectives	Participants will be able to identify the rationale behind implementing a triage system in a university counseling center. Participants will be able to identify several approaches to scheduling that can improve the flow of a university counseling center. Participants will be able to identify scheduling and service-delivery problems within their own institutions and identify possible solutions in their own centers.		
CEs	APA & NBCC Approved 1.5 CE Hours		
SATURDAY	8:30 AM - 10:00 AM	LOCATION: SALON V	REFERENCE: BO 54
Title	Beyond coming out: Working with college students in the later stages of gay identity development		
Presenter(s)	Richard Tyler		
Level	Intermediate		
Topic	Clinical Issues		
Abstract	This presentation explores the identity development process in LGBT individuals and focuses primarily on students who reach a status of foreclosure after self-acceptance and coming out that prevents them from achieving a stage of identity synthesis. This presentation will depend the participants understanding of issues present in their LGBT clients but also will help them understand the identity development process that is mirrored in all marginalized individuals. This interactive presentation will didactic in nature with all points illustrated through rich case examples and participants' self-reflection.		
Objectives	Participants will increase their understanding of the later stages of gay identity development. Participants will explore the differences in therapeutic needs of LGBT clients who are beyond the process of Coming Out but still struggle with internalized negative self-beliefs. Participants will process strategies and techniques for use in clinical practice with LGBT clients intended to reduce the level of compartmentalization of their lives found in many LGBT clients.		
CEs	APA & NBCC Approved 1.5 CE Hours		
SATURDAY	10:30 AM - 12:00 PM	LOCATION: SALON II	REFERENCE: BO 55
Title	Addressing LGBQ issues in supervision of counselors-in-training		
Presenter(s)	Linda Abbott, Pam Matthews		
Level	Intermediate		
Topic	Multicultural Issues		
Abstract	Counselors-in-training are exposed to a variety of multicultural issues throughout their training programs, including issues related to counseling lesbian, gay, bisexual, and queer/questioning (LGBQ) clients. Supervision is a key piece of this training and can have a great impact on how counselors-in-training learn to increase their awareness of their own biases. This presentation will explore how supervisors can better prepare their supervisees to be aware of their own heterosexist views and how those issues may impact clients.		
Objectives	This session will discuss an overview of the multicultural training current counseling students receive for working with LGBQ clients and how this training has evolved over the years. We will describe how heterosexist micro-aggressions impact LGBQ counseling clients and how supervisors can help supervisees recognize and decrease these. Will analyze how supervisors can identify their own biases against LGBQ and how these may impact their work with supervisees.		
CEs	NBCC Approved 1.5 CE Hours		

BREAKOUT ABSTRACTS

SATURDAY **10:30 AM - 12:00 PM** **LOCATION: SALON III** **REFERENCE: BO 56**

Title Identity crisis in African-American college students: Employing a unique African-American model to explore identity

Presenter(s) Matthew Bonner

Level Foundation

Topic Clinical Issues/Multicultural Issues

Abstract Many techniques utilized with African-Americans in counseling have originated from a Eurocentric perspective. Historically, these techniques have neglected the experience of Africans in America and the traumatic and generational impact of slavery. This workshop seeks to briefly explore the impact of slavery upon the African-American style of life. Additionally, the workshop will suggest techniques which are distinctly African-American strategies. These strategies have worked historically with African-Americans in the past and have fostered identity in African-Americans. This conceptual model of strength contains four distinct elements: ethnic identity, religiosity and spirituality, social supports, and self-efficacy. College is a time when many traditional students are exploring an identity. Oftentimes, African-American students struggle with identity because the institution of slavery has destroyed African identity. However, out of the destruction of the original identity of enslaved Africans, a new identity was formed which was distinctly African-American. This new identity is a model of human strength which can be employed with traditional college aged African-American youth to explore and recover identity.

Objectives To identify the impact of slavery on the African-American psyche.
To recognize how slavery impacts the African-American psyche now.
To identify the elements of ethnic identity, religiosity and spirituality, social supports, and self-efficacy in this new model of African-American strength.
To apply techniques of an African-American therapy model to foster identity in African-American college students.
To identify elements of mainstream theories within the African-American model.

CEs APA & NBCC Approved | 1.5 CE Hours

SATURDAY **10:30 AM - 12:00 PM** **LOCATION: SALON V** **REFERENCE: BO 57**

Title Jazzing up the perception of student mental health services to meet the need of the millennial student

Presenter(s) Stephanie Bluth, Tiffany Simon, Angela Jones

Level Intermediate

Topic Outreach

Abstract Millennial students live by the mantra “Laissez Les Bon Temps Roulez” and often need cutting edge, convenient, and anytime any place access to services. Counseling and Psychological Service (CAPS) Divisions provide services that often carry negative perceptions. By removing the barriers of fear or stigma, which are associated with receiving CAPS services, students will be more prone to access the necessary assistance to improve mental health functioning. This session will explore creative methods of promoting and implementing student and community outreach. Audience members will participate in discussions aimed at sharing helpful information, strategies, and common concerns relating to program development. Come away with a greater awareness and understanding of what trends attract the millennial generation of students.

Objectives Participants will critique current CAPS programming practices.
Participants will discuss trends in marketing mental health programs to campus community.
Participants will plan innovative strategies for implementation of effective CAPS programming.

CEs NBCC Approved | 1.5 CE Hours

BREAKOUT ABSTRACTS

SATURDAY

10:30 AM - 12:00 PM

LOCATION: CHAMBER 3

REFERENCE: BO 58

Title Intervening in students' lives: Crisis referral

Presenter(s) Mary Ann Salotti, Frank Salotti

Level Intermediate

Topic Clinical Issues/Community Colleges

Abstract This workshop is designed for practitioners who are interested in exploring the concerns and challenges associated with referring students in crisis as part of a secondary intervention process. Special attention will be paid to facilitating an intervention for reluctant students with risk behaviors, such as those who are suicidal thinking or are in crisis because of alcohol and other substance abuse. There will be opportunities to examine the challenges to making the difficult referral and completing the intervention. The presenters will share their experiences and related materials that they have used as part of successful interventions when interfacing with the health care culture and facing institutional barriers. In a guided discussion, participants will explore how unique and timely approaches can make a positive difference. Ending on a positive note, participants will share strategies they use, or will use, to create and maintain reciprocal working relationships with various referral resources, including rehabilitation specialists and medical professionals.

Objectives Describe the concerns and challenges associated with secondary intervention with students at risk because of suicidal thinking, alcohol and other substance abuse

Compare several factors that contribute to a successful referral and, the opposite, a referral gone wrong

Discuss strategies that create or maintain successful reciprocal referral consultation relationships with rehabilitation and medical professionals on and off campus

Report and assess experiences making timely referrals

Time permitting, critique example materials used as part of the crisis intervention process, related to consultation with and referrals to hospitals and physicians

CEs APA & NBCC Approved | 1.5 CE Hours

SATURDAY

10:30 AM - 12:00 PM

LOCATION: CHAMBER 1

REFERENCE: BO 59

Title Considering the needs of the community college setting (An Emerging Leader Program)

Presenter(s) Michelle Ghoston

Level Intermediate

Topic Clinical Issues/Community Colleges

Abstract The American Association of Community Colleges reported that there are 1,173 community colleges in America. There are almost twelve million students enrolled in the community college system. Over the years many changes have occurred that affect, who attends community college: no change more significant than the diversity of the student population. One characteristic of the new Community College student population is being of non-traditional age, which is defined as 25 years old or older. Little empirical research has been conducted examining this population of non-traditional students' ability to complete their goals when attending community college. The purpose of this study was to identify non-academic social and emotional factors that are related to the ability of non-traditional students to persist towards their academic goals within the Virginia Community College System. This study included 1,694 students. The findings indicate that participants were dealing with multiple non-academic social and emotional factors that may require readjustment in their lives. Thirteen percent of participants endorsed a moderate level of psychological distress and 4.2% of participants endorsed a serious level of psychological distress. The positive correlation between perceived stress and psychological distress supports the need of additional resources, for non-traditional students at the community college level.

Objectives To describe the results of this study.

To discuss the results of this study as it relates to the mental health needs of students attending community college.

To brainstorm potential interventions that would provide supports for students, counselors and administrators within the community college setting.

CEs APA & NBCC Approved | 1.5 CE Hours

BREAKOUT ABSTRACTS

SATURDAY

10:30 AM - 12:00 PM

LOCATION: SALON IV

REFERENCE: BO 60

Title Ideas of awesomeness

Presenter(s) Josh Gunn

Level Intermediate

Topic Other

Abstract Ideas of Awesomeness has become an annual tradition and one of the best attended events of the conference due to the practical ideas that attendees walk away with. In this session, ten different presenters from across the country will share their "awesome" ideas that they are currently implementing in their college counseling centers.

Objectives

CEs NBCC Approved | 1.5 CE Hours

POSTER ABSTRACTS

FRIDAY	4:30 PM – 5:00 PM	LOCATION: ROOSEVELT PROMENADE	REFERENCE: P 1
Title	Understanding the Relationship Between Retention and College Counseling for High-risk Students		
Presenter(s)	Kyle Bishop		
Level	Intermediate		
Topic	Clinical Issues/Administration/Supervision/Leadership/Crisis and Threat Assessment/Outreach		
Abstract	<p>An archival study was utilized to explore the relationship between college counseling and retention. The cohort for this study was St. Mary's College of Maryland's (SMCM) 2006 class of first-time, full-time, 1st-year students, which has a total population of 429. The study examines the following variables: (a) socioeconomic status, (b) parent education level, (c) high school grade point average (GPA), and (d) use of college counseling services. The research questions in this study involved determining if there were significant differences in retention for high-risk students who utilized counseling services and their counterparts. A chi-square analysis was utilized to determine relationships between retention, high-risk students, and counseling use. A regressions analysis was utilized to determine the rate of hazard for drop out at SMCM for high-risk students. This study found that there was a significant difference in retention rate between high-risk and low-risk students who utilized counseling services. However, this study found that a student's risk for drop out did not vary significantly over time based on risk level or counseling services use. It was concluded that, if college counseling centers want to contribute to the retention of high-risk populations, increasing access and outreach to these populations will be necessary.</p>		
Objectives	<p>Provide current information regarding the relationship between college counseling centers and retention.</p> <p>Demonstrate the need for intentional outreach efforts for at-risk populations on college campuses.</p> <p>Explore current research and provide suggestions for future areas of research in the area of college counseling and retention.</p>		
CEs	N/A		

FRIDAY	4:30 PM – 5:00 PM	LOCATION: ROOSEVELT PROMENADE	REFERENCE: P 2
Title	Supervising Merging Identities: Guiding the Development of College Counselors as Student Affairs Professionals		
Presenter(s)	Kendra Surmitis, Daniel St. John, Victoria McLaughlin,		
Level	Intermediate		
Topic	Poster		
Abstract	<p>A wide range of mental health professionals arrives at the college-counseling center with implicit beliefs and conceptualizations of their professional identity. Opportunities exist for counselors, and their supervisors, to expand the understanding of their role in the greater University mission as Student Affairs professionals, however this complex intersection may lead to ambiguity in professional identity. A developmental supervision model will be introduced, with particular focus on the supervisees' recognition and increasingly complex understanding of merging professional identities. Common language concerning college student development, shared throughout student affairs will be utilized to enhance a convergence of professional objectives. For example, Kohlberg's (1976) moral development stage theory and Baxter Magolda's epistemological reflection (1992), function as conceptual framework resources for this model specific to supervising college counselors (Schuh, Jones, & Harper, 2011). Each presenter will speak from his and her own merging professional path, one trained first in mental health counseling adopting the Student Affairs professional identity, and the other from a Higher Education origin. The presenters will facilitate dialogue and present a conceptualization of merging identities, offering considerations to supervisors of college counselors in the process of developing their professional identity at the University counseling center.</p>		
Objectives	<p>Present a developmental supervision model for college student counselors that enhances trainee professional development as both a college counselor and student affairs professional.</p> <p>Describe the importance of scaffolding the professional development of college counselors in their role within the university, to provide the most effective support to students.</p> <p>Facilitate discussion among attendees regarding opportunities for college counselor development in their role as student affairs professionals, and their abilities to collaborate among university departments to better serve student needs.</p> <p>Demonstrate both compatibilities and points of contrast among student affairs professional objectives and those of traditional mental health practitioners.</p>		
CEs	N/A		

POSTER ABSTRACTS

FRIDAY	4:30 PM – 5:00 PM	LOCATION: ROOSEVELT PROMENADE	REFERENCE: P 3
Title	“Am I really here?” First-generation Mexican-American university students’ unique academic challenges as the result of internalized oppression		
Presenter(s)	Monica Hurtado-Leon, Jacob Engelskirger		
Level	Intermediate		
Topic	Multicultural Issues		
Abstract	<p>First-generation Mexican-American university students infrequently attend and rarely graduate from four-year universities. These students often find that the absence of other Mexican-American students contributes to increased self-doubt regarding their ability to succeed in a rigorous academic environment. The authors will draw a hypothetical link between the microaggressions and macroaggressions these students experience prior to beginning university studies and the internalized oppression that might result. This internalized oppression could inhibit psychological well-being and impede academic success. The authors will suggest approaches to psychotherapy that address this internalized oppression in various ways. Clinicians who work with first-generation Mexican-American university students should take into account the impact of internalized oppression on the academic performance and success of these students. To ensure competency in working with this population, clinicians should be willing and able to validate and explore students’ unique experiences of overcoming adversity prior to beginning studies at the university level.</p>		
Objectives	<p>Discuss the unique challenges that first-generation Mexican-American college students face upon beginning their university studies.</p> <p>Explain how microaggressions and macroaggressions negatively impact the psychological well-being and academic success of this population.</p> <p>Use the knowledge acquired from this presentation to inform other mental health professionals who have contact with first-generation Mexican-American university students.</p>		
CEs	N/A		

FRIDAY	4:30 PM – 5:00 PM	LOCATION: ROOSEVELT PROMENADE	REFERENCE: P 4
Title	After the storm: An urban community college response to students impacted by Superstorm Sandy		
Presenter(s)	Erica Seidel, Robert Cortes, Joanna Feinman,		
Level	Foundation		
Topic	Community Colleges		
Abstract	<p>The presentation will detail the ongoing efforts to identify, reach, and provide assistance to students impacted by Superstorm Sandy. An effective outreach strategy using a variety of media including text messages, e-mail, social media, phone, and mail will be detailed along with ways various types of information were integrated to reach larger numbers of displaced and otherwise unreachable students. Coordinated efforts will be highlighted so participants can begin to conceptualize response strategies for potential future disasters on their campuses in an effort to support disaster preparation that is tailored to one’s campus location and population. As a campus affected by both man-made and natural disasters (the terrorist attacks on September 11, 2001 and Superstorm Sandy) the unique characteristics and challenges of an urban community college in lower Manhattan will be addressed. Lessons learned from both disaster responses, with an emphasis on the more recent event, will be summarized and made accessible for participants to utilize for building their own response plans. The importance of self-care for those both affected by and responsible for caring for others will be reviewed, along with recommendations for institutional response.</p>		
Objectives	<p>List the essential components of an outreach and assistance plan to a natural disaster on your campus including how to compile and keep resources current in the midst of changing post-disaster circumstances. Detail a plan tailored to your campus, which accounts for your unique student population, financial constraints, disruption to academic calendar, transportation system, and psychological impact.</p> <p>Analyze the effectiveness of an outreach and assistance plan and discuss the various aspects that should be included in a comprehensive disaster response plan to address emotional, financial, academic, and practical needs. Describe how to effectively coordinate disaster response to include available college and community resources, while collaborating with larger systems to extend and enhance outreach efforts in effect outside of the college.</p> <p>Identify strategies for counseling center staff to provide psychological services to students who have been directly and indirectly affected by a disaster. Triage, outreach, crisis response, and community psycho-education will be reviewed. Creative ways to reach and assist students using technology and in-person interventions will be discussed.</p>		
CEs	N/A		

POSTER ABSTRACTS

FRIDAY	4:30 PM – 5:00 PM	LOCATION: ROOSEVELT PROMENADE	REFERENCE: P 5
Title	"Where Does My Help Come from?" Attitudes towards Counseling among Today's African American Male Colleges Students		
Presenter(s)	Terrini Woods, Olga Rybalkina		
Level	Intermediate		
Topic	Clinical Issues/Multicultural Issues		
Abstract	<p>This session describes a qualitative study exploring African American male (AAM) college students' perceptions of counseling and patterns of coping with stress, anxiety, and other mental health concerns. While some authors have labeled the millennials as "post-racial," race continues to play a profound role in the lives of young African Americans. "Where does my help come from?" asks the author of Psalms and answers: "My help comes from the Lord, the Maker of heaven and earth." This study seeks to examine to what extent skepticism towards counseling persists in today's AAM college students and whether they prefer to rely on faith-based fellowship and pastoral advice to help them at a time of difficulty, following a documented trend in previous generations. The data was gathered through a series of interviews with AAM college students on four campuses with distinct institutional identities – from a historically black university, to a faith-based school, to a large public university and a state (formerly community) college. The study examines issues related to age, masculinity and social structures, perceptions of mental health services and approaches, spirituality, and adopted methods of self-managing mental health issues in this group.</p>		
Objectives	<p>Convey the attitudes to counseling among AAM college students identified through this qualitative inquiry.</p> <p>Describe the coping strategies of dealing with mental health issues utilized by students.</p> <p>Explain to what extent faith-based support was seen as vital to the study's participants.</p> <p>Demonstrate differences and similarities in emerged patterns based on type of institutional identity and personal characteristics of the participants.</p> <p>Discuss implications for college counselors and need for intentional, creative and culturally appropriate engagement.</p>		
CEs	N/A		
FRIDAY	4:30 PM – 5:00 PM	LOCATION: ROOSEVELT PROMENADE	REFERENCE: P 6
Title	Coaching Programs as Facilitators of Academic Success for Post-Secondary Students with Disabilities		
Presenter(s)	Vickie Ann McCoy, Nicole Vitulli McNelis, Karen Dickinson, Katherine Becker		
Level	Foundation		
Topic	Administration/Supervision/Leadership		
Abstract	<p>Current literature in the field of disability support indicates that college students with disabilities have lower graduation and retention/persistence rates than their peers. As the numbers of self-reported students with disabilities enrolled at postsecondary institutions is rising, higher education counselors and administrators need to be aware of interventions which have the potential to facilitate academic success and improve retention and graduation rates for students with disabilities in post-secondary settings. This poster presentation provides a description of an Academic Coaching program which has been successful in increasing graduation and retention/persistence rates for students with disabilities at a four year university. The poster will summarize a data driven program evaluation of an academic coaching program for students with disabilities at a four year university. Study results indicate that students with disabilities who participated in the model academic coaching program are on pace with graduation and retention averages for traditional students, which is not the norm for students with disabilities who do not receive this intervention. The presenters will use their combined 45 years of experience and passion for service to students with disabilities to call for postsecondary counselors, administrators, and student affairs professionals to consider using the program as a model.</p>		
Objectives	<p>Participants will be able to discuss graduation and retention rates of students with disabilities.</p> <p>Participants will be able to critique the usefulness of academic support services such as academic coaching programs.</p> <p>Participants will be able to consider planning and designing academic coaching programs for students with disabilities.</p> <p>Participants will be able to predict increases in graduation and retention numbers based on the implementation of academic coaching programs.</p> <p>Participants will be able to question the effectiveness of minimally compliant support services which do not include academic coaching.</p>		
CEs	N/A		

POSTER ABSTRACTS

FRIDAY	4:30 PM – 5:00 PM	LOCATION: ROOSEVELT PROMENADE	REFERENCE: P 7
Title	Beyond School Bullying: The Relationship between Moral Disengagement, Mental Health Status, and Campus Hazing		
Presenter(s)	Jenna Strawhun, Lori Hoetger, Susan Swearer, Eve Brank		
Level	Intermediate		
Topic	Poster		
Abstract	<p>In recent decades, research has investigated school bullying involvement, as well as its relation to negative mental health outcomes (Cook et al. 2010; Olweus, 1993). As with bullying, students involved in campus hazing report mental health problems, such as depression and anxiety (National Collaborative for Hazing Research and Prevention, 2010). Allan and Madden (2008) found that 9 out of 10 students who report behaviors characteristic of hazing do not consider themselves “hazed.” Thus, investigators have concluded that there is a discrepancy between students’ experiences with hazing and their willingness to label behaviors as hazing (Allan & Madden, 2012). Additionally, studies of bullying and moral disengagement posit that aggressive children have higher tendencies to justify aggressive acts and perceive victims as deserving of bullying (Gini, 2006). This study will explore the connections between bullying and hazing by examining critical variables (i.e., mental health status, moral disengagement) and their influence on hazing perceptions. 142 students attending a mid-sized Midwestern University completed the Symptoms Checklist-90 (SCL-90; Derogatis et al. 1973), The Moral Disengagement Scale (Bandura, 1995), and responded to 14 hypothetical vignettes. Preliminary results indicate that moral disengagement is a significant predictor of intervening in hazing and labeling situations as hazing and/or bullying.</p>		
Objectives	<p>Presentation will allow attendees to compare hazing attitudes (i.e. acceptability, intervention) between Greek and Non-Greek participants.</p> <p>Presentation will instruct attendees in utilizing moral disengagement theory to predict hazing behaviors.</p> <p>Presentation will assist attendees in describing the relationships between bullying and hazing and highlight gaps in hazing prevention and intervention policy on college campuses.</p>		
CEs	N/A		
FRIDAY	4:30 PM – 5:00 PM	LOCATION: ROOSEVELT PROMENADE	REFERENCE: P 8
Title	Going Greek: Sorority Members Lived Experiences of Support		
Presenter(s)	Stephanie Bluth		
Level	Intermediate		
Topic	Poster		
Abstract	<p>This research study explored the shared lived experiences of support among sorority women as a social group. Using a social constructivist framework this study applied a qualitative methodological approach to collect data on participant lived experience. Participants of the study included nine women in recognized Greek chapters at a southern university. An individual interview and a focus group was utilized and, in addition, participants created collages. Through comparative analysis and the review of the literature the three types of support that were emergent included tangible support, informational support, and social support. The poster session will cover study methodology, findings, and implications for college counseling center programming.</p>		
Objectives	<p>Participants will examine how the codes of behavior that sorority members live by can increase or decrease help seeking behavior.</p> <p>Participants will gain tools for university counseling centers to liaison with Greek Counsels to create educational service projects and provide programming based on the needs of the at-risk population.</p> <p>Participants will explore the culture of violence and the theory of community through examination of the literature.</p>		
CEs	N/A		

POSTER ABSTRACTS

FRIDAY

4:30 PM – 5:00 PM

LOCATION: ROOSEVELT PROMENADE

REFERENCE: P 9

Title Campus Relationships: The Role of Facebook

Presenter(s) Renee Sherrell

Level Intermediate

Topic Clinical Issues

Abstract The purpose of this study was to better understand the lived experiences of the development of romantic relationships among undergraduate students. Additionally, the study helped to illuminate the influence of Facebook on the development of undergraduates' romantic relationships at a large, southeastern university in the USA. The research questions, qualitative methodology, and initial findings will be presented, as well as questions to consider for future research.

Objectives Participants will be able to discuss potential problems stemming from Facebook with their clients.
Participants will be able to apply what they have learned regarding Facebook and romantic relationships when working with clients who are having difficulties with their intimate partner.
Participants will be able to analyze the relational difficulties of clients as they relate to clients' Facebook usage.

CEs N/A

THANK YOU FOR ATTENDING!

We hope the conference was a rewarding and educational experience. Please remember to complete the conference evaluation so we can continue to improve your conference experience.

Safe travels home. See you next year!