

**8:45 – 10 a.m.**

**KEYNOTE: Ok Boomer! Understanding, relating, and helping Generation Z**

Julie Lineburgh LPCC-S  
University of Cincinnati

I have been working as a college mental health counselor for the past five years and am doing my dissertation on how Generation Z college students perceive process expectations when they seek mental health counseling services.

Philip Hughes LPC  
Bowling Green State University

Philip is a clinical counselor who has been working in the field for seven years, including two years in college counseling.

Generation Z is the newest generation on campuses across the country and beyond. Getting to know this generation is important because they will be attending college for the next decade. The purpose of this presentation is to provide an overview of what makes this generation unique, what has shaped this generation, and how they compare with other generations. We will also discuss ways to connect with this vibrant group of students to build therapeutic relationships that will help them be successful in counseling services and beyond.

2-3 goals/learning objectives of this session:

1. Participants will be able to identify characteristics that are often attributed to individuals within Generation Z.
2. Participants will be able to describe and explain how social, political, and economic events have shaped and impacted individuals within Generation Z.
3. Participants will be able to make comparisons between this generation and previous generations, as well as how generational differences can impact our work with Generation Z
4. Participants will learn how they can connect to students of this generation by building a therapeutic relationship that will help them be more successful in counseling services and beyond.

**10:15-11:15 a.m. | Breakout Option 1**

**Session Title: "What is Happening to Me?" How Developmental Theory can Inform College Counseling**

Christina Schnyders LPCC  
Malone University

The lead presenter is a Licensed Professional Clinical Counselor in the state of Ohio and currently serves as a counselor educator as well as a university counselor. The lead presenter has also made multiple regional, state, and national presentations on counseling college and college-age students.

Various developmental theories have identified ways to describe the life experiences and transitions of college students. In this interactive session, attendees will gain insight about three distinctive developmental theories (Erikson's psychosocial theory, Arnett's theory of Emerging Adulthood, and Twenge's research on Generation Z/iGen) and how they can be applied to better understand the lived experiences and clinically-significant aspects of college students' understanding of themselves and the world in which they live. Lecture, dialogue, and a case study will also be used to help apply theoretical concepts and principles into clinical practice.

2-3 goals/learning objectives of this session:

1. Learn about three distinct developmental theories that pertain to Counseling Students
2. Understand how tenets of each theory can be applied to clinical work with college students

**10:15-11:15 a.m. | Breakout Option 2**

**Session Title: Counseling Males in Emerging Adulthood: Critical Skills for College Counselors**

Alysha Blagg LPCC

Liberty University

MA in Professional Counseling, Previous experience in community mental health, current experience in private practice, current youth leader experience

Derek Parker LPC

Liberty University

MA in Professional Counseling, MS in Rehabilitative Sciences, Licensed Professional Counselor (LPC), Nationally Certified Counselor (NCC), work experience with males in emerging adulthood, work experience in substance abuse

This presentation will explore identity development in males during emerging adulthood (ages 18- to 25-years-old). The “five pillars” characteristic of emerging adulthood as discussed by Arnett (2006) will be presented. The effects of substance use, delayed launching, and cultural diversity will be investigated. Counseling techniques to be used by counselors with this population will be discussed and demonstrated.

2-3 goals/learning objectives of this session:

1. Gain an understanding of what identity development, substance use, cultural diversity, and delayed launching mean for college students and how they impact the counseling relationship.
2. Explore and apply protective factors and resiliency factors for those in emerging adulthood as the factors relate to tasks characteristic of this developmental stage.
3. Examine and demonstrate potential skills of intervening and working with emerging males.

**11:20 a.m. - 12:20 p.m. | Breakout Option 3**

**Session Title: Exploring Administrative Structures, Polices, and Clinic Director’s Experiences in College Counseling Clinics**

Mallory Adams Darwal LPCC

Kent State University

This presenter has experience working in two different college counseling centers and with presenting problems specific to this population (e.g., sexual assault and violence on campus, relationships, homesickness, anxiety). Specifically, co-presenter has piloted a women’s group for college counseling students based of the needs at one of these institutions. College counseling is a growing area of interest for co-presenter both in research and practice.

Jason Miller Ph.D, LPCC-S

Kent State University

This presenter has over 16 years of experience working as a college counseling center director. In that time he has been able to witness the changing trends and dynamics within college counseling centers and mental health in general.

This presentation will provide a forum for current professionals in college counseling to discuss the changing landscape of mental healthcare and its potential impact on college counseling centers. Presenters will share data collected from original research pertaining to issues related to directing college counseling clinics. Several clinical directors both regionally and nationwide were surveyed to explore their perceptions on scheduling, staffing, trends observed within their clinics, and general procedures for their clinics. This presentation will provide an opportunity for attendees to discuss the administrative workings of various college counseling centers and learn about successful and unsuccessful practices utilized within college counseling clinics based on the presenter's findings.

2-3 goals/learning objectives of this session:

1. Attendees will obtain information about current practices in college counseling centers on a national scale and discuss current trends that impacted these shifts.
2. Attendees will gain insight into potential application for changes within their own centers based on client population, settings, and services provided.
3. Attendees will learn ways to market their centers internally based on their clientele and services provide

#### **11:20 a.m. - 12:20 p.m. | Breakout Option 4**

##### **Session Title: Projective Counseling Techniques with College Counseling Clients**

Hannah Lowe LPC  
Kent State University

Lead presenter is currently practicing as a licensed professional counselor with experience working in college counseling centers at Kent State University and Cleveland State University. Lead presenter has utilized projective techniques like sandtray and projective illustrated cards as an approach to support client's increased self-awareness.

Mallory Adams Darwal LPCC  
Kent State University

Co-presenter is currently a licensed professional clinical counselor with experience working in two different college counseling centers and with presenting problems specific to this population (e.g., sexual assault and violence on campus, relationships, homesickness, anxiety). Specifically, co-presenter has piloted a women's group for college counseling students at one of these institutions. Additionally, co-presenter has experience implementing creative approaches in clinical practice. These creative approaches include but are not limited to the use of sand-tray, metaphors, and art-based techniques within college counseling settings.

Projective techniques have a long history throughout the field of psychology and counseling (Clark, 1995). More recently, projective techniques have been used in the counseling process to support increasing self-awareness and increasing problem-solving by bridging the unconscious with the conscious through the use of active imagination (Boik & Goodwin, 2000). This presentation provides an introduction to using projective techniques, like sandtray and illustrative cards, with college students seeking counseling. Included in the introduction to projective techniques will be detailed research findings about outcome data, effectiveness, and utility with presenting problems commonly reported by college counseling clients (e.g., anxiety, depression, family, and more; Pérez-Rojas et al., 2017). This presentation will conclude with a case presentation utilizing projective techniques. The case presentation will include objectives for the interventions, detailed explanation of the intervention, and the outcome.

2-3 goals/learning objectives of this session:

1. Capacity to define the motivations and intentions for using projective techniques with college students
2. Capacity to apply projective techniques to college student presenting concerns

**12:20 – 1:30 p.m. | Lunch**

Please join us at the Emporium Grille in our Campus Center for lunch and to attend our Resource Fair. You are also welcome to get lunch off campus and have the choice of many local eateries!

**1:40 - 2:40 p.m. | Breakout Option 5**

**Session Title: Your Role in Recovery: Educating Campus Employees on Supporting Survivors of Sexual Assault, Domestic Violence, and Stalking**

Ronee Rice LPC  
Heidelberg University  
Coordinator of the Center for Survivor Empowerment

Savannah Naugle-Baker  
Counseling graduate student  
Heidelberg University  
Student Assistant for the Center for Survivor Empowerment & After-Hours Support Specialist

The issues of sexual violence and relationship violence on college campuses have come to the forefront of campus conversations around the country. While starting the conversation is important, it is just that, starting the journey toward change. To be a real advocate means there is also an action piece to the conversation. The purpose of this presentation is to inform college counselors of ways that they can educate their campus' faculty and staff in supporting survivors on their healing journey. While a counselor may see a survivor once a week, campus faculty and staff have direct contact with students in different capacities. Thus, it is essential that campus faculty and staff around the nation be versed in being part of a strong support system for survivors.

2-3 goals/learning objectives of this session:

1. Participants will learn the importance of engaging their college or university's faculty and staff on being an advocate for survivors of sexual assault, domestic violence, and stalking.
2. Participants will learn the need for survivor continuity of care, which includes setting up a strong support system for survivors on campus.
3. With the presenters, participants will create a toolkit unique to each individual participant's campus for establishing a successful program that creates systemic change.

**1:40 - 2:40 p.m. | Breakout Option 6**

**Session Title: Student mental health impact on non-counseling college campus staff**

Amy Quillin LPC  
Kent State University  
27+ years higher education/student affairs experience. Served as the Director of Student

Accessibility Services, currently serve as the Student Ombuds and am a member of the university's Care Team.

Jennifer Kulics, Ph.D.  
Kent State University

Dr. Kulics currently serves as the Associate Vice President of Student Affairs, spear-headed the university's partnership with the JED foundation, and has been instrumental in highlighting the need to effectively address student mental health concerns on campus.

The impact of student mental health on college counseling centers and their staff has been recognized and well documented. Not surprisingly, that impact is also felt by other, non-counseling, campus staff – from residence hall directors, to academic advisors, to presidents. This presentation will examine the impact of students' mental health on other, non-counseling campus staff and offices, institutions' responses to that impact, and the ongoing challenges that remain. The presentation is intended to provide counselors with insight as to some of the ways in which students' mental health concerns impact others on campus, and to hopefully provide counselors with tools to ultimately assist students access the full range of campus resources.

2-3 goals/learning objectives of this session:

1. Participants will be able to identify at least 4-5 non-counseling college staff that are likely impacted by student mental health concerns.
2. Participants will be able to identify the specific impact of student mental health concerns on those respective non-counseling staff/offices.
3. Participants will be able to identify 3-4 continuing challenges relative to this concern.

## **2:50 - 3:50 p.m. | Breakout Option 7**

### **Session Title: Follow Me: Tips and Tools to Support Clients' Social Media Literacy & Wellness**

Marisa Cargill LPC

The University of Akron / Cuyahoga Community College

Ph. D. in Counselor Education & Supervision; Dissertation topic focusing on social media and mental health; M. Ed., LPC; Working in community college setting

Chase T. T. Morgan-Swaney LPC

The University of Akron

LPC, Certified Wellness Counselor

Followers, likes, tweets, snaps, and DMs are all terms that had a different meaning or no meaning at all before the age of social media. With the prevalence of social media use and the idea that it is not going away, it is vital that counselors understand how to support clients' healthy use of different platforms. This session will include research about social media's impact on mental health, specific scenarios to discuss a wellness approach to using social media, and practical tips and tools to empower clients' intentional use of social media platforms. Presenters will use polling techniques via your smartphone or laptop to better understand and assess what will be most helpful in your current practice.

2-3 goals/learning objectives of this session:

1. Presenters will provide literature to build a strong understanding of the impact of social media use on mental health outcomes.

2. Participants will learn how to apply the wellness approach to counseling to clients' social media use. Specific scenarios will be discussed.
3. Participants will be provided with tips and tools to use with clients to promote a positive relationship with social media and empowerment in how they choose to engage with it.

### **2:50 - 3:50 p.m. | Breakout Option 8**

#### **Session Title: Helping College Students Successfully Navigate the First Episode of Psychosis**

Crystal N. Dunivant, MSW, LSW  
Northeast Ohio Medical University

Crystal N. Dunivant is a Consultant and Trainer for Coordinated Specialty Care for First Episode Psychosis at the Best Practices in Schizophrenia Treatment (BeST) Center.

Nicholas Dunlap, M.Ed., LPCC  
Northeast Ohio Medical University

Nick Dunlap is a Consultant and Trainer for Coordinated Specialty Care for First Episode Psychosis at the Best Practices in Schizophrenia Treatment (BeST) Center at Northeast Ohio Medical University.

Symptoms of psychosis often initially emerge during the adolescent and young adult years. University faculty and staff are likely to encounter early signs of psychosis or symptom manifestations of a psychotic disorder in the higher education setting but may not recognize such symptoms as early psychosis or know how to help the student successfully navigate mental health services in the community. This workshop will provide information on recognizing psychosis, explore the importance of accommodations in higher education, and describe how to best support students experiencing these symptoms using an evidence-based framework. First Episode Psychosis Programs across the state will be identified during the presentation. These programs provide strong case management and supported education support. The team members are trained to effectively collaborate with college mental health providers to support and advocate for students as they maneuver through the higher education process. The team members are valuable community partners in helping an individual with a psychosis diagnosis to attend classes with the necessary accommodations to increase the student's capacity to successfully graduate.

2-3 goals/learning objectives of this session:

1. Participants will be able to identify the early warning signs of First Episode Psychosis.
2. Participants will be able to recognize the benefits of a shorter duration of untreated psychosis and the impact on long-term outcomes, such as graduation and employment.
3. Participants will be able to identify the various components and eligibility criteria for best practices in Coordinated Specialty Care for First Episode Psychosis programs.
4. Participants will be able to identify Coordinated Specialty Care for First Episode Psychosis programs in Ohio.

### **3:50 - 4:00 p.m. | Wrap Up & Evaluations**

Please stay in your last breakout room to complete evaluations and wrap up the conference