

Tentative Date: Saturday, 10/24/2009
Tentative Time: 8:30:00 AM - 4:00:00 PM
Session type: Preconference

Assessment of danger to self or others in university students: strategies, policies, and perils

This workshop will offer detailed, empirically informed, step-by-step approaches to assessing danger to self or others in university students, and will review practical decision-trees that counseling center staff can employ in determining whether students who undergo such assessments require referrals for further evaluation or treatment in the community. Workshop participants will consider and discuss the advantages and disadvantages of including assessment of danger to others as an explicit service offered by university counseling centers. Workshop participants will also critically review policies and procedures employed at the University of San Diego for "mandated mental health assessments," and will discuss how these policies and procedures compare with those at their own institutions.

Learning Objective 1: Identify practical steps involved in assessing danger to self or others in university students.

Learning Objective 2: Identify parallels between the assessment of danger to self and the assessment of danger to others.

Learning Objective 3: Explore the advantages and disadvantages of including the assessment of danger to others as a service offered by university counseling centers.

Learning Objective 4: Analyze how and whether policies and procedures relating to mandated mental health assessments might be implemented in university counseling centers.

Presenters: Steve Sprinkle

Tentative Date: Saturday, 10/24/2009
Tentative Time: 8:30:00 AM - 11:30:00 AM
Session type: Preconference

Making a "Case" for a Comprehensive ADHD Assessment Model on Campus

A detailed overview of the Case Western Reserve University ("Case") Assessment Program will be presented as an example of how comprehensive ADHD assessment is both a feasible step and a necessary component of the clinical and training functions of today's University Counseling Services. Through lecture and interactive discussion, Dr. Richard B. Pazol and Dr. Jes Sellers will share their experiences from the clinical and administrative perspectives, including: the evolution of assessment at Case; the importance of comprehensive ADHD assessment, the costs and benefits of providing comprehensive assessment services; and the lessons they've learned so far.

Learning Objective 1: Familiarize the Counseling Center Directors with the Case Western Reserve University's model of comprehensive ADHD Assessment.

Learning Objective 2: Detail the need for accurate ADHD diagnosis amid the increasing concerns regarding student abuse and mis-use of stimulant medications on campus.

Learning Objective 3: Provide sufficient information to allow the Counseling Center Directors to identify at least four disorders (in addition to ADHD) that may affect an individual's ability to focus, sustain and/or divide his/her attention.

Learning Objective 4: Describe the costs and benefits to the Counseling Center and to the larger University community of implementing and maintaining a comprehensive ADHD Assessment Program.

Learning Objective 5: Engage the Counseling Center Directors in discussion regarding the aspects of a comprehensive assessment program that would be realistic to implement at their respective Universities.

Presenters: Richard Pazol, Jes Sellers

Tentative Date: Saturday, 10/24/2009

Tentative Time: 8:30:00 AM - 11:30:00 AM

Session type: Preconference

Building a successful group therapy program: Lessons from the field

In the last three years, Counseling and Wellness Services at Wright State University has grown its group therapy program by over 200%. This presentation will outline the guiding principles and operational changes that led to this growth. Space will be provided to allow participants in the workshop (via the use of guided breakout sessions) to use this template to review their own group therapy service provision. The workshop will combine overview of the research-based principles guiding service provision with an outline of how this has been blended with pragmatic considerations (tracking, policy and procedures, monitoring and supervision). By showing challenges and failures as well as successes, the presenters will set the stage for free and open discussion on how to move forward.

Learning Objective 1: To understand how another university counseling center is organizing its group counseling program

Learning Objective 2: To discover areas of strength and growth edges within your university counseling center group service provision

Learning Objective 3: To explore phases of development of a group therapy program

Learning Objective 4: To consider next steps in growing your group therapy program

Presenters: Martyn Whittingham, Erin Frick

Tentative Date: Saturday, 10/24/2009
Tentative Time: 8:30:00 AM - 4:00:00 PM
Session type: Preconference

Surviving and thriving as a new director; An introductory leadership training institute (An Elements of Excellence Program)

This full-day training Institute is designed for directors in the early stages of their directorship (new to three years) and will address leadership development and management issues. The Institute is comprised of four modules: cultivating the leader within, transitioning from clinician to management, discussion of administrative issues (budget, personnel, stakeholders, and open questions), and a senior director panel. The overall goal of this training Institute is to provide an opportunity for directors in the early stage of their career to develop the understanding and skills needed to lead and manage a College/University Counseling Center.

Learning Objective 1: Better recognize and access the leader within myself.

Learning Objective 2: Become aware of the personal and professional dilemmas and complexities associated with leadership in a counseling center.

Learning Objective 3: Enhance my understanding of the strengths and abilities that will make me a better leader.

Learning Objective 4: Become better able to describe, analyze, and discuss the developmental journey during the shift in my identity from clinician to manager in a counseling center.

Learning Objective 5: Interact with more seasoned directors and fellow new directors through a variety of means (didactic, self-reflection, discussion, specific examples from experienced directors) with time to address my own questions/concerns.

Presenters: Mark Thompson, Tom Seals, Lauren Weitzman, Ian Birky, Annorah Moorman, Cheryl Nowell, Marita Barkis, Dennis Heitzmann, Susan Prieto-Welch, Kristen Gray

Tentative Date: Saturday, 10/24/2009
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Session type: Preconference

The Mindful Director

In memory of Carrie Burmaster, LCSW-C Carrie Burmaster was our co-presenter at this workshop last year. Her experience, skill, and gentle manner were an essential contribution. Although she has passed, she remains an inspiration to all the co-presenters. We dedicate this workshop to her important work in mindfulness meditation. Description: This full-day, pre-conference workshop will be a blend of the didactic and experiential. It is designed both for directors new to and experienced in mindfulness and meditation. It will provide an opportunity to personally recharge and to explore how to bring mindfulness to your own work and to your counseling center and campus. Mindfulness practices have been shown to be effective for reducing stress, depression, anxiety, insomnia, and overeating, as well as

many medical conditions. Mindfulness has also been incorporated into several evidence-based treatments, including Mindfulness-based Cognitive Therapy, ACT Therapy and Dialectical Behavior Therapy. Participants will learn and practice various types of meditation practice, including body scan, mindful movement, compassion meditation, and silent meditation. Interspersed with guided meditation activities, facilitators will present information on the following topics: Defining mindfulness; The psychological rationale for mindfulness practices; Mindfulness and the brain; Mindfulness in management and leadership. No prior meditation experience is required. Please wear loose, comfortable clothing.

Learning Objective 1: Define the concept of mindfulness and the underlying rationale for mindfulness meditation.

Learning Objective 2: Practice various forms of mindfulness meditation.

Learning Objective 3: Explore the effect of mindfulness practice on the brain.

Learning Objective 4: Apply mindfulness to organizational direction, including specific applications to management, leadership, and supporting a "mindfulness culture" within our programs.

Presenters: Tom Glaser, Sharon Biegen, Terence P. Hannigan, Reina Juarez

Tentative Date: Saturday, 10/24/2009

Tentative Time: 1:00:00 PM - 4:00:00 PM

Session type: Preconference

IACS Field Visitor Workshop

This program is open to Directors of IACS-accredited Centers who want to be trained as Site Visitors for the Association. It is also open to current Junior & Senior IACS Visitors who can share their experiences; become familiar with impending changes in the IACS Standards and new Board policies and procedures regarding what must be included in the written field visit report. It is designed to present a comprehensive overview of the policies and procedures involved in conducting a site visit. Competencies to be reviewed include organizing the schedule of the site visit, conducting interviews with various personnel, applying the Standards to the review, responding to typical critical incidents that may occur, writing the report and developing appropriate recommendations.

Learning Objective 1: Identify the critical elements of a field visit and understand its place in the overall accreditation process.

Learning Objective 2: Describe the organization of a typical visit including establishing the schedule, maintaining an appropriate role, investigating concerns identified by earlier reviewers, conducting interviews with different levels of interviewees, responding to typical critical incidents that may occur during the visit.

Learning Objective 3: Identify and describe the organization of the field visit written report, including relating the report to the Standards, developing appropriate recommendations, determining the overall recommendation for accreditation.

Tentative Date: Saturday, 10/24/2009
Tentative Time: 1:00:00 PM - 4:00:00 PM
Session type: Preconference

"If You're Treading on Thin Ice You Might as Well Dance": Leadership During Hard Times Advanced Leadership Training Institute (An Elements of Excellence Program)

This advanced leadership institute will provide an opportunity for you as an experienced director (five years and up) to explore concretely how to maintain your wits and wisdom, your values and commitment, as you and your center traverse the thin ice of economic and other crises in the nation, in your university and in your counseling center. You will be invited to consider such crises as an occasion to make strategic changes, to embrace delayed priorities, and to remove less critical programs and services. As participants, you will engage in highly interactive discussions and scenario enactments in order to share, try out, and experiment with ideas, perspectives and actions to accomplish these purposes.

Learning Objective 1: Identify how to maintain a dynamic tension between external circumstances and pressures and internal resourcefulness to remain nimble and vibrant as a leader.

Learning Objective 2: Learn via personal sharing, group discussion, and scenario role enactments, different ways to peak perform when engaging in administrative tasks associated with economic or other crises, forced lean budgets, and increased accountability.

Learning Objective 3: Increase awareness of the importance of multiple perspectives and active group process in responding to crises and re-working agency priorities.

Presenters: Tom Seals, Ian Birky, Lauren Weitzman

Tentative Date: Saturday, 10/24/2009
Tentative Time: 1:00:00 PM - 4:00:00 PM
Session type: Preconference

The National College Depression Partnership: Impacting Three Distinct Campus Communities

Unrecognized and untreated depression is currently the most common serious public health problem among college students. While as many as 2.35 million college students may experience significant depression, many don't seek mental health services, presenting instead at health facilities for associated symptoms (e.g., fatigue, insomnia, vague complaints). Since 2006, The National College Depression Partnership (NCDP) has helped more than 20 schools change the way their campuses address depression through innovative professional development and collaboration. Guided by an expert faculty team, these schools have learned to maximize current resources, increase the quality of care students receive, and implement measurable improvements in the delivery of healthcare that supports student learning and success. NCDP has demonstrated that this comprehensive evidence-based program can work for schools of all sizes and demographic composition. This workshop illustrates the impact of NCDP-facilitated service system changes achieved by three campuses with dramatically different initial

needs. The workshop will provide detailed narratives of the change strategies and instruments employed, specific depression care improvement outcomes, and, most importantly, broader campus outcomes associated with Partnership efforts within each of our three distinctly different campus environments.

Learning Objective 1: Describe how collaborative systems changes can increase student access to effective clinical depression treatments, with particular attention to students who traditionally underutilize mental health services.

Learning Objective 2: Describe how the collaborative care model systematically tracks depressed students' outcomes across the campus health and mental health service.

Learning Objective 3: Describe how coordinated care clinical registries, healthcare integration, and care management have facilitated better coordinated care on three campuses.

Learning Objective 4: Illustrate implementation methods that optimize existing resources via dissemination of systematic strategies for depression care in college health centers.

Learning Objective 5: Describe how to achieve institutional commitment to change through increased awareness of mental health concerns in higher education and institutional commitments to effective depression care and student success.

Presenters: Elizabeth Gong-Guy, Jan Collins-Eaglin, Joe Behen

Tentative Date: Sunday, 10/25/09

Tentative Time: 7:00:00 AM - 8:30:00 AM

Session type: Breakfast Meeting

Directors Under New Pressures: A Roundtable Discussion for Directors who Also Serve as Student Affairs Institutional Officers

An increasing number of directors, many in the senior phase of their careers, are also being asked to serve as institutional officers at their colleges and universities. Along with the title and responsibility of directing the counseling center, these directors also serve as deans, assistant/associate deans, and assistant/associate vice presidents. Their work portfolios have expanded to administratively supervising units both related and not related to counseling services as well as facilitating broad college/university initiatives. The idea to offer this roundtable discussion came as a follow up to a breakfast meeting held at the 2008 AUCCCD conference at which a number of directors in these dual administrative roles attended and sought a venue to discuss the unique challenges of their roles. Activities:1. The Roundtable co-presenters will describe the typical issues facing directors in these dual roles in order to facilitate further discussion, problem-solving, and networking.

Learning Objective 1: Understand the complexities of dual administrative roles.

Learning Objective 2: Delineate the ethical issues in dual administrative roles.

Learning Objective 3: Identify self care and time management strategies in dual roles.

Presenters: Martha Christiansen

Tentative Date: Sunday, 10/25/2009
Tentative Time: 1:30:00 PM - 3:00:00 PM
Session type: Workshop

Strength Based Approaches in University Counseling Centers: Addressing Cultural Competence, Social Justice and Stigma

Increasingly, psychology in the U.S. is moving toward a strength based perspective as reflected in the growth of the positive psychology movement. Strength based approaches encompass a theoretical and practice framework which focus upon capacity and asset building across the lifespan (Benson, Galbraith & Espeland, 1995). Resiliency in the face of adversity is a key underpinning in the orientation as well as understanding that culture and context have a key role in the identification and development of strengths (Smith, 2006). Additionally, in alignment with strength based approaches is the application of social justice principles which Goodman (2004) has delineated as building on strengths, facilitating consciousness raising, leaving clients with tools for change, giving voice, sharing power, and ongoing self examination. This panel presentation presents three "best practices" in university counseling centers that are strength based and incorporate an intention to address the stigma associated with the utilization of mental health services as well as increase cultural competency and relevancy and serve the needs of a multicultural population. The first presentation specifically addresses the importance of incorporating career and academic counseling services as a method for de-stigmatizing access to counseling services and providing culturally sensitive care. The second presentation describes the "Goals in Action" program which is a cutting edge intervention and novel social justice training opportunity for psychologists aimed at helping students on academic probation. The third presentation delineates a variety of strength based and strength enhancing services through a counseling center's Wellness programs.

Learning Objective 1: To delineate a strengths based framework applicable for counseling center interventions

Learning Objective 2: To highlight the intersection between cultural competency, social justice and stigma reduction in mental health services from a strengths based orientation

Learning Objective 3: To provide concrete examples of strength based interventions applicable to counseling center work

Learning Objective 4: To stimulate discussion regarding provision of non traditional clinical services to underrepresented and vulnerable college populations

Learning Objective 5: To underscore the importance of culture and context in the development of strengths

Presenters: Jeanne Manese, Jeffrey Prince, Ph.D., Elizabeth Gong-Guy, Ph.D.

Tentative Date: Sunday, 10/25/2009
Tentative Time: 1:30:00 PM - 3:00:00 PM
Session type: Workshop

The Healthy Minds Study: Counseling Center Directors' Perspectives

The Healthy Minds Study (HMS) is the only annual, national survey focused entirely on college student mental health and related issues. The purpose of the HMS is to estimate the prevalence of symptoms of depression, anxiety, and disordered eating and the frequency of medication use and therapy/counseling for mental health on college and university campuses. It also serves to explore the factors that may facilitate or impede access to these services, such as perceptions of stigma surrounding mental illness, and relationships between mental health and other important aspects of well-being, including academic performance and substance abuse. HMS has worked directly with participating institutions to provide school-specific data about the disease burden of depression, anxiety, and other mental health issues, the unmet need for mental health treatment, barriers to care, and attitudes about mental health. HMS is especially interested in stigma; it is a potentially significant barrier to care, yet there is little empirical data about its effect on health outcomes. Thirteen colleges and universities participated in the HMS 2007 study, and fifteen participated in 2009. Directors from participating institutions will describe and discuss the process of carrying out the HMS, interesting and relevant findings, and the benefits of participation.

Learning Objective 1: To learn about the findings and results of the Healthy Minds Studies

Learning Objective 2: To gain a sense of how the Healthy Minds study can be applied at an individual college or university

Learning Objective 3: To appreciate the unmet need for mental health treatment, barriers to care, and the impact of stigma on help-seeking among college and university students

Presenters: Joe Behen, Mark McLeod, PhD, Lise Blankenship, Nancy Schulte, Kip Alishio, PhD

Tentative Date: Sunday, 10/25/2009
Tentative Time: 1:30:00 PM - 3:00:00 PM
Session type: Workshop

Directing Consults: Intrusive or Resource

Carl Whitaker use to say when a therapist is in a therapeutic impasse then consideration should be given to adding resources from the side of the professional or clients, or both. This clinical presentation will look at the role of the Director, Supervisor, or Colleague as Consultant and also the student's family as a potential resources for handling emergencies, helping with developmental passages, providing affirmation/support, and healing old wounds. There will be a role-play demonstration during this presentation.

Learning Objective 1: Participants will learn how to present a consultation in a therapeutic impasse.

Learning Objective 2: Participants will learn how to identify and transition through phases of the consultation.

Learning Objective 3: Participants will learn strategies for recruiting and employing parents and siblings as consultative resources.

Presenters: Russell Haber

Tentative Date: Sunday, 10/25/2009

Tentative Time: 1:30:00 PM - 3:00:00 PM

Session type: Workshop

They are not the enemy: Serving the corporate client for the sake of your center.

This session will explore the philosophy of proactively serving the needs of the institution as a means of preserving and enhancing the relevance and necessity of the campus mental health service. Though many centers may struggle with inadequate funding or staffing, taking an adversarial position with administration is short-sighted and self-defeating. Presenters will outline their own experiences in this area and provide concrete examples of this philosophy in action. Discussion and exploration among participants will also be encouraged.

Learning Objective 1: To explore the philosophy behind serving the needs of the host institution.

Learning Objective 2: To demonstrate the application of this philosophy using actual programming and/or service efforts.

Learning Objective 3: To facilitate participant exploration of ways they might apply this philosophy on their campuses.

Presenters: Lee Keyes, Martha Dennis Christiansen, John Bishop

Tentative Date: Sunday, 10/25/2009

Tentative Time: 1:30:00 PM - 3:00:00 PM

Session type: Workshop

Focus on Specific Mental Health Issues of International Students by Ethnicity (An Elements of Excellence Program)

Rather than offering testimony to the importance of general "international student issues," this session is designed to be content-rich and focused, with discussion of particular mental health issues as experienced by students from specific regions. Learning how depression is viewed in the Philippines, for example, may bring us depth as psychologists and administrators, whether or not we assist Filipino students on our particular campus. One panelist will explain several mental health issues that students from China, Japan, and Pacific Island cultures present with. One panelist will address diverse Spanish-

speaking nationalities (Chile, Costa Rica, Mexico and Spain) and the less visible needs of students from Ireland, who may appear more acclimated to the U.S. than they feel. One panelist will discuss sexual abuse and assault attitudes of students from Muslim Southeast Asia (Malaysia, Indonesia) and their recovery issues. To complement foundation with practical skills, one panelist will describe helping international students navigate visa and immigration challenges. Understanding the clinical relevance of this process may represent a new competency. Rather than ending with questions for the panel, this session will invite directors to share their own knowledge of specific mental health issues for international students with one another in smaller, facilitated groups.

Learning Objective 1: Participants will gather in-depth content knowledge about specific mental health issues in relation to specific national groups.

Learning Objective 2: Participants will gain practical skills for collaborating with International Student Services and understanding immigration status.

Learning Objective 3: Participants will be exposed to a variety of salient ethnicity factors. This is expected to increase empathy by adding breadth to our conceptualizations.

Presenters: Dana Falk, Carla McCowan, Ph.D., Terence Hannigan, Ph.D., ABPP, Kaniala Kekaulike, Psy.D.

Tentative Date: Sunday, 10/25/2009

Tentative Time: 1:30:00 PM - 3:00:00 PM

Session type: Workshop

Positive Psychology Courses: An Effective Means of Helping Students Achieve Psychological Wellness

Positive Psychology has become increasingly mainstream in our profession. The tenets of Positive Psychology are applied daily in our therapy and provide an effective means of reaching out to more of our students through engaging them in the classroom. A panel of three directors will address how positive psychology can be utilized to in the classroom. Two of these directors have taught classes based on positive psychology and the third is co-writing a book on the freshman experience that is based upon positive psychology. Each member of the panel will discuss their means of reaching students with positive psychology followed by questions and discussion.

Learning Objective 1: Participants will learn ways to apply positive psychology concepts in the classroom.

Learning Objective 2: Participants will learn the advantages of reaching students with positive psychology in the classroom.

Learning Objective 3: Participants will learn different approaches to bringing positive psychology into the classroom.

Learning Objective 4: Participants will be engaged in a discussion of how positive psychology may be applied in the classroom.

Presenters: Steve Brown, Malcolm Kahn, Reina Juarez

Tentative Date: Sunday, 10/25/2009

Tentative Time: 3:30:00 PM - 5:00:00 PM

Session type: Workshop

Schools by Size Workshops

This program allows directors from similarly sized schools to raise and discuss issues of common concern.

Learning Objective 1: Current counseling center issues including staffing, services, legal issues, funding ideas, and management will be identified. Attendees will have an opportunity to learn current best practices for a comparably sized college or university center.

Learning Objective 2: Attendees will prioritize and discuss issues to learn possible alternatives and solutions.

Tentative Date: Sunday, 10/25/2009

Tentative Time: 3:30:00 PM - 5:00:00 PM

Session type: Workshop

How 'bout this party? An interactive theatre performance about sexual assault on college campuses

Interactive Theatre Carolina (ITC) is a program of Counseling and Wellness Services (CWS) at the University of North Carolina, Chapel Hill. ITC's mission is to use "scripted and improvisational theatre to promote health, wellness and social justice in the University of North Carolina, Chapel Hill community." This interactive theatre performance consists of three parts. Audience members will: see a realistic, scripted scene set at a party on a college campus; be able to interact with the characters within the scene; and then participate in a facilitated post-performance conversation about the issues raised. Finally, participants will be able to experience why Interactive Theater has proven to be a dynamic and valuable addition to campus counseling programs.

Learning Objective 1: To demonstrate how the medium of Interactive Theater fosters dialogue, raises awareness, and challenges attitudes and behaviors around sexual assault.

Learning Objective 2: To demonstrate how Interactive Theater gives voice to the marginalized, challenges oppression, and encourages people to be effective allies to targeted groups.

Presenters: Ben Saypol

Tentative Date: Sunday, 10/25/2009

Tentative Time: 3:30:00 PM - 5:00:00 PM

Session type: Workshop

Issues of Accreditation for University and College Counseling Centers

This program will describe the process for accrediting university and college counseling centers and disseminate the standards used by the International Association of Counseling Services

Learning Objective 1: Participants will learn the advantages of accreditation

Learning Objective 2: Participants will gain knowledge of costs and procedures involved with IACS accreditation.

Learning Objective 3: Participants will receive an information packet including accreditation standards.

Tentative Date: Sunday, 10/25/2009

Tentative Time: 5:15:00 PM - 6:45:00 PM

Session type: Workshop

Be Reasonable: An interactive theatre scene on differences in socio-economic class on college campuses

Interactive Theatre Carolina (ITC) is a program of Counseling and Wellness Services (CWS) at the University of North Carolina, Chapel Hill. ITC's mission is to use "scripted and improvisational theatre to promote health, wellness and social justice in the University of North Carolina, Chapel Hill community." This interactive theatre performance consists of three parts. Audience members will: see a realistic, scripted scene set in a dorm room on a college campus; be able to interact with the characters within the scene; and then participate in a facilitated post-performance conversation about the issues raised. Finally, participants will be able to experience why Interactive Theater has proven to be a dynamic and valuable addition to campus counseling programs.

Learning Objective 1: To demonstrate how the medium of Interactive Theater fosters dialogue, raises awareness, and challenges attitudes and behaviors around differences in socio-economic status (class)

Learning Objective 2: To demonstrate how Interactive Theater gives voice to the marginalized, challenges oppression, and encourages people to be effective allies to targeted groups.

Presenters: Ben Saypol

Tentative Date: Sunday, 10/25/2009

Tentative Time: 5:15:00 PM - 6:45:00 PM

Session type: Workshop

Center for the Study of Collegiate Mental Health & 2009 Pilot Study Results

The Center for the Study of Collegiate Mental Health (CSCMH) is a national collaborative research network representing 137 counseling centers from coast to coast. This presentation will review the developmental history of CSCMH, the preparation for the 2009 Pilot Study, and the results of the pilot study applicable to 12 distinct areas of college student mental health. Implications for the field and future directions will be discussed.

Learning Objective 1: Participants will learn and appreciate the history of CSCMH as a national research network

Learning Objective 2: Participants will understand the critical preparatory steps leading up to a national pilot study.

Learning Objective 3: Participants will learn specific results covering 12 areas of college student mental health from pilot data on 28,000 clients from 66 centers.

Learning Objective 4: Participants will understand the implications of the pilot study and future directions.

Presenters: Ben Locke, Dennis Heitzmann

Tentative Date: Monday, 10/26/2009

Tentative Time: 8:30:00 AM - 10:00:00 AM

Session type: Workshop

Gender Queer on Campus: Working with Transgender Students

Our campuses are getting queerer and queerer and so must we. This interactive and multimedia presentation begins with "Transgender 101" info, including terminology, his/herstory, trends, and clinical services. After this introduction and overview, the presenters focus on Counseling Center experiences working with Trans people, exploring our own professional training, personal experience, and comfort levels through a leader-led visualization exercise. We will address our collaboration with medical and other mental health providers to include clinical protocols, assessments, and letters of support. Finally, the Campus experience will be examined, noting ways the Counseling Center can act as campus consultant to make campuses more trans-inclusive. Resources offered to participants will include international and national advocacy organizations, policy statements, treatment protocols, research, sample letters, user-friendly websites, and, yes, good books to read.

Learning Objective 1: To increase the awareness, vocabulary, and understanding of some of the issues of transgender students on university campuses.

Learning Objective 2: To explore your own professional training, personal experience, and comfort level in working with transgender people.

Learning Objective 3: To identify resources to educate yourself, your staff, and your campus on the experiences of and counseling of transgender students.

Learning Objective 4: To consider the role of Counseling Centers in offering direct services and consultation to trans students and to the campus as a whole.

Presenters: Chris Gunn, Barry Schreier

Tentative Date: Monday, 10/26/2009

Tentative Time: 8:30:00 AM - 10:00:00 AM

Session type: Workshop

Counseling Center roles in Managing the H1N1 virus

Learning Objective 1: Understand the H1N1 virus, confirmatory testing and isolation practices

Learning Objective 2: Identify positive roles to help manage campus anxiety around H1N1 virus

Learning Objective 3: Map collaborative relationships on your campus and relate to larger disaster planning

Learning Objective 4: Offer practical take-away materials to be used at the participant's home institution.

Learning Objective 5: Address issues of cultural diversity and sexual orientation through creative, thought-provoking images designed to increase discussion and awareness.

Presenters: Louise Douce

Tentative Date: Monday, 10/26/2009

Tentative Time: 8:30:00 AM - 10:00:00 AM

Session type: Workshop

College Student Psychiatric Emergencies: The Hospital Response From Start to Finish

Hospital responses to college student mental health have been inadequately assessed. Very little is known about the college students who experience psychiatric crises to the extent that they are evaluated at a hospital and/or hospitalized. A retrospective chart review of college students who were evaluated at the Comprehensive Psychiatric Center Program at a local hospital in a mid-sized city was conducted to:

1. Better understand the mental etiology that brings students to the hospital.
2. Determine the impact of demographic variables in evaluation and treatment at the hospital.
3. To use the data to generate ideas about how college counseling centers might improve services to students including better coordinating care with local hospitals.

Learning Objective 1: To gain knowledge of the presenting concerns/psychiatric diagnoses of students who are evaluated at a hospital

Learning Objective 2: To learn more about the relationship between demographic factors and psychiatric evaluation/treatment at a hospital

Learning Objective 3: To learn about how college counseling centers might improve services to students including better coordinating their care with local hospitals.

Presenters: Sharon Mitchell

Tentative Date: Monday, 10/26/2009

Tentative Time: 8:30:00 AM - 10:00:00 AM

Session type: Workshop

Critical Issues in Counseling Centers: A Discussion of the Philosophical and Practical Approaches to Critical Management and Services Problems Experienced in Counseling Centers

A diverse panel of highly experienced counseling center directors will lead the audience in an open discussion of a limited number of pre-selected critical issues currently faced by counseling centers. Specific issues to be addressed will be solicited from the AUCCCD membership and will be global type issues that raise philosophical and practical questions about what our roles and responsibilities should be in the changing world of higher education.

Learning Objective 1: Attendees will learn the broad range of contextual factors that affect critical management and service problems experienced by counseling centers.

Learning Objective 2: Attendees will increase their knowledge of practical and conceptual strategies they can employ to resolve critical management and service problems experienced by counseling centers.

Learning Objective 3: Attendees will gain a greater knowledge and understanding of critical management and service problems experienced by counseling centers that can be used to develop strategic plans for their centers.

Learning Objective 4: Attendees will gain a greater knowledge and understanding of critical management and service problems experienced by counseling centers that will help them to communicate these problems more effectively to senior and peer university administrators.

Presenters: Greg Snodgrass, Louise Douce, Russ Federman, Steve Brown, Valaray Irvin

Tentative Date: Monday, 10/26/2009

Tentative Time: 8:30:00 AM - 10:00:00 AM

Session type: Workshop

Pruning as a Master Gardener: A dialogue about attitude during an economic crisis. (An Elements of Excellence program)

The purpose of this session is to provide directors an opportunity to consider and explore positive and creative philosophies and attitudes for managing counseling centers during these economically stressful times of budget, staff, and service cuts, while at the same time, weighing the costs and benefits of this positivistic approach. The session will begin with a very brief introduction to mental frameworks that might be considered when facing cut back challenges. This will be followed by several directors' accounts of their efforts and experiences when making pruning decisions related to: 1) what, when, where, how much to trim; 2) how to cope with the uncertainties about whether pruning will result in enhanced blooming versus dead ends; and 3) how to promote the spirit of gardening collectively and collaboratively within a center and institution. A full group discussion with session participants will be facilitated, with directors invited to share their own experiences and suggestions for tending their "gardens" with less money for tools, water, and hired assistance.

Learning Objective 1: Identify specific and generalizable cognitive and emotional frameworks conducive to a positive but realistic mental attitude when facing economic challenge and uncertainty related to Counseling Center budget management.

Learning Objective 2: Discuss shared experiences with colleagues and obtain examples of growth enhancing and center sustaining leadership strategies utilized in managing the center's budget, staff and services during times of limited resources and budget crises.

Learning Objective 3: Benefit from experience of open dialogue with peers discussing the pros and cons of a positivistic leadership approach when making difficult budgetary decisions and cut-backs.

Presenters: Ian Birky, Annorah Moorman, Ellen Taylor, Abigail Lipson

Tentative Date: Monday, 10/26/2009

Tentative Time: 8:30:00 AM - 10:00:00 AM

Session type: Workshop

Interactive Theatre for Health, Wellness, and Social Justice: How to establish a program in your counseling center

Interactive Theatre is a powerful form of theatre & surging in popularity on college campuses & that strongly encourages audiences to take action. Interactive Theatre is based on the idea that when audience members engage the characters and conflict on stage, they are more likely to explore and change their own attitudes and behaviors. This presentation will outline for participants how to develop and maintain an Interactive Theatre program in their counseling centers. Participants will be introduced to a wide variety of programmatic aspects including: recruitment and retention of students actors, script creation, rehearsal and performance of scenes, facilitation of challenging post-performance conversations, program evaluation, and the search for funding. Ben Saypol is the Program Coordinator of Interactive Theatre Carolina (ITC), a program of Counseling and Wellness Services (CWS) at the University of North Carolina, Chapel Hill. The evaluation data shows that ITC has been a dynamic and valuable addition to CWS and UNC.

Learning Objective 1: To explain, step-by-step, the process necessary to establish and maintain an Interactive Theater program in a college counseling center.

Learning Objective 2: To demonstrate how the medium of Interactive Theater fosters dialogue, raises awareness, and challenges attitudes and behaviors around health, wellness, and social justice issues

Learning Objective 3: To demonstrate how Interactive Theater gives voice to the marginalized, challenges oppression, and encourages people to be effective allies to targeted groups.

Presenters: Ben Saypol, Dr. Allen O'Barr

Tentative Date: Tuesday, 10/27/2009

Tentative Time: 10:30:00 AM - 12:00:00 PM

Session type: Workshop

The Doctor is In: Lessons learned in the Integration of Counseling Services and Primary Care Services

The issue of relationships between counseling services and primary care medical services and how these services can work together to serve the same students continues to be of ongoing importance. Misunderstandings can and do occur in dialogues that cut across these different professional lines and opportunities exist to enhance care to students and professional expertise. This presentation will share results from an ACHA mental health task force on integration. It will then focus on the experience of two universities in terms of how their counseling services work and relate with their primary care services. This presentation will review different initiatives these services have developed to deliver more integrated care to the whole student. These will include a review of multidisciplinary teams to treat eating disorders and substance use issues, the development of an integration team that meets regularly and uses a multicultural framework to inform discussions across different disciplines, the implementation of an after hours on call system that integrates nursing and counseling services in response to student needs, conducting depression screening in primary care and follow up care that occurs in the counseling service and combining continuing education series to bring together staff in unique ways on common topics.

Learning Objective 1: Discuss national issues related to the integration of counseling and health services.

Learning Objective 2: Understand the potential added value of adopting a collaborative model for developing an integrated approach to service delivery on campus.

Learning Objective 3: Analyze the benefits and potential challenges that arise when different counseling and health service professionals operate from different cultural frameworks.

Learning Objective 4: Outline successful components of specific initiatives that can facilitate a larger goal of integrated care.

Presenters: Greg Eells, Chris Brownson

Tentative Date: Tuesday, 10/27/2009

Tentative Time: 10:30:00 AM - 12:00:00 PM

Session type: Workshop

The Ups and Downs of Treating University Students with Bipolar Disorder: Administrative and Clinical Management Strategies

Despite the national trend towards brief treatment, university counseling centers are faced with increasing numbers of students seeking help for bipolar disorder. Optimal outpatient management of the disorder involves integrated biologic and psychosocial approaches, though such blended approaches cannot be provided without also acknowledging the resource-intensive aspect of treating these students. Additionally, these cases often represent strong potential for individual and community destabilization if or when they do not receive adequate treatment. Counseling Center Directors cannot

continue to hold to a position of "we don't treat bipolar students at our center." What options are recommended for these often challenging and complex cases? This workshop will discuss recommended administrative policies in relation to bipolar students. Descriptions of bio-psycho-social treatment approaches will be presented along with a discussion of the collaborative roles required of psychiatrists and psychotherapists. Presenters will also discuss ways in which support can be extended to bipolar students without over-extending resources needed for larger numbers of students seeking clinical services.

Learning Objective 1: Understand implications of bipolar treatment and what is feasible given the limitations of your counseling center. Understand how effective and clear policies will facilitate referral of care if necessary.

Learning Objective 2: Understand the variations of bipolar disorder and how to effectively assess and diagnose the disorder.

Learning Objective 3: Understand the differential diagnosis of other conditions that can mimic bipolar disorder as well as the most common conditions that are misdiagnosed as bipolar disorder.

Learning Objective 4: Understand implications of "the kindling effect" and how it impacts early detection and treatment of bipolar disorder.

Learning Objective 5: Understand the central role of addressing denial within the treatment of bipolar disorder.

Learning Objective 6: Understand the importance of addressing the "Four S's of Bipolar Stability:" Structure, Stress-management, Sleep, and Self-monitoring.

Learning Objective 7: Understand the salient social issues that must be dealt with by the individual with bipolar disorder.

Presenters: Russ Federman, Allen O'Barr, M.D.

Tentative Date: Tuesday, 10/27/2009

Tentative Time: 10:30:00 AM - 12:00:00 PM

Session type: Workshop

Triage Systems and Counseling Centers: A Review of Models, Challenges, Benefits, and Future Implications

Today's university and college counseling center is faced with an ever-increasing demand for clinical services and a broad range of student concerns. The purpose of this panel presentation is to discuss the application of a triage system within a counseling center setting as a method for addressing this demand through the practice of brief clinical assessment followed by appropriate clinical disposition. A variety of triage systems will be presented in the context of centers representing a range of staff sizes, student populations, and organizational cultures. Presenters will discuss reasons for adopting a triage system,

strategies for motivating staff, challenges to implementation, benefits to both the center and clients, and future implications for triage systems in counseling center practice.

Learning Objective 1: Participants will be able to compare a variety of triage systems currently applied in counseling center practice.

Learning Objective 2: Participants will be able to identify challenges to implementing a triage system and evaluate possible solutions.

Learning Objective 3: Participants will be able to identify the benefits of a triage system to counseling center practice.

Learning Objective 4: Participants will be able to discuss the implications of triage systems for future counseling center practice.

Presenters: Jim Marsh, Gary Petiprin, Harry Rockland-Miller, Susan Steibe-Pasalich, Maureen Windle

Tentative Date: Tuesday, 10/27/2009

Tentative Time: 10:30:00 AM - 12:00:00 PM

Session type: Workshop

Converging Data, Diverging Strategies: The Implications of Mental Health Epidemiological Data For Counseling Center Directors

Several recent national surveys, exploring the epidemiology of mental illness in the American population, have produced results of some relevance to counseling center directors and their campuses. In this program we will present summaries of the data, discuss issues in applying those data to our local campus situations, and review several strategies for responding to the data.

Learning Objective 1: Participants will learn why, in understanding the problems of college students, we need to be aware of the base rates in the general population.

Learning Objective 2: Participants will learn how, in risk assessment, base rates have great implications for evaluation and management.

Learning Objective 3: Participants will discuss why treatment efforts and foci need to be determined by needs of students, both those who come in for treatment and those who do not.

Learning Objective 4: Participants will consider how, from the perspective of CC director as the campus chief mental health officer, these data illuminate the relevance of counseling centers and student mental health data for retention and graduation rates.

Presenters: Jonathan Perry, Christopher Flynn

Tentative Date: Tuesday, 10/27/2009

Tentative Time: 10:30:00 AM - 12:00:00 PM

Session type: Workshop

Surviving During a Changing and Challenging Economy: A Case for Budget Cut Exemption for Counseling Services

This program illustrates how the results of the article, *Evaluating the Impact of Receiving University-Based Counseling Services* (Wilson, Mason and Ewing, 1997), was coupled with another study conducted by Mason that determined the financial cost of student attrition, to make a case of a budget cut exemption for the counseling service at Iowa State University. The program will illustrate the process of how this research can be applied to make a case for budget cut exemptions for other university and college counseling centers that are facing budget cuts. In addition, ideas for how to partner with other campus departments to generate revenue will be shared by the presenter and program participants.

Learning Objective 1: Learn about the research regarding the impact of counseling on student retention.

Learning Objective 2: Learn how to determine the financial cost of student attrition to the university or college.

Learning Objective 3: Understand how to make a case for budget cut exemption for a university or college counseling center using retention research and the formula to determine the financial cost of student attrition.

Learning Objective 4: Learn ways to generate revenue by partnering with other campus departments.

Presenters: Terry Mason

Tentative Date: Tuesday, 10/27/2009

Tentative Time: 10:30:00 AM - 12:00:00 PM

Session type: Workshop

Facebook Interactions: Maintaining Ethical Practice in a Cyberspace Age (an Elements of Excellence program)

Your clients probably have an account on Facebook. Do your staff and trainees? Do you? This session will introduce participants to an exploration of how social networking in cyberspace impacts our clients and their expectations around boundaries and the way we, our trainees, and our staff interact with them. Directors will be invited to engage in exploration of the key considerations, ethical dilemmas, and ethical principals involved in on-line relationships. Participants will look at specific examples and discuss strategies for responding to these dilemmas in training and in treatment. Participants will also look at the utility of creating guidelines for trainees or staff related to the use of social networking sites.

Learning Objective 1: Clarify the ethical dilemmas that social networking sites create for us as therapists, supervisors, and directors.

Learning Objective 2: Identify key considerations and APA ethical principles involved in navigating dual relationship and boundary issues that have the potential to arise with the use of on-line social networking.

Learning Objective 3: Identify strategies and approaches one can use in responding to these ethical dilemmas with clients, trainees, and staff.

Learning Objective 4: Discuss the challenges in creating guidelines for staff or trainees related to the use of Cyberspace.

Presenters: Wanda Collins, Ph.D., Susan Prieto-Welch, Ph.D., Sandy Colbs, Ph.D.

Tentative Date: Tuesday, 10/27/2009

Tentative Time: 1:30:00 PM - 3:00:00 PM

Session type: Workshop

When Cross-Cultural Counselors Counsel Cross Cultural Clients: Challenges and Lessons Learned

The presenters will review clinical cases when working with cross-cultural clients that have been particularly challenging addressing administrative, cultural, clinical, supervisory, ethical and legal perspectives, as well as their impact on the campus, departments and individuals involved. Cross-cultural, multicultural, familial and behavioral issues will be presented. Each presenter will introduce a case from their recent experience, with a touch of their own cultural difference. Presenters will explore what they learned from these difficult cases and discuss what they might do differently in the future. Presenters vary in their perspectives and training. Directors are of international origin working with international students from a different international background than their own, clients are studying in a different international cultural environment. Directors come from secular, religious, small and large institutions. Cross cultural issues will be addressed, as well as an open discussion of the difficulties encountered in their cases.

Learning Objective 1: Find important difficult cross-cultural common elements in these cases

Learning Objective 2: Assess best practices for helping students in cooperation with other campus constituencies

Learning Objective 3: Recognize cultural, familial, religious and behavioral fundamentals in the clinical work

Learning Objective 4: Distinguish appropriate interventions for the benefit of these challenging cases

Learning Objective 5: Evaluate and consider your difficulties when in need of consultation for personal and professional assistance.

Presenters: Elsa M Arce, Nagat El-Hag, Mahnaz Mousavi

Tentative Date: Tuesday, 10/27/2009

Tentative Time: 1:30:00 PM - 3:00:00 PM

Session type: Workshop

Sexual Assault Outreach Efforts: Best Practices and Specific Interventions

This program will describe best practices for outreach regarding sexual assault awareness and risk reduction, specific programs implemented on the presenters' campuses, and challenges faced.

Audience members will be encouraged to share their approaches to campus outreach regarding sexual assault issues.

Learning Objective 1: Participants will learn about best practices for campus outreach regarding sexual assault awareness and prevention.

Learning Objective 2: Participants will gain knowledge of specific interventions targeted to increasing awareness of sexual assault issues and reducing the risk of sexual assault on campus.

Presenters: Brenda Lovstuen, Paul Galvinhill, Nancy Marsh

Tentative Date: Tuesday, 10/27/2009

Tentative Time: 1:30:00 PM - 3:00:00 PM

Session type: Workshop

Multicultural Organizational Development in Counseling Centers: Moving Toward Multiculturalism on a Systemic Level

All counseling centers strive to be multicultural but, what does this mean for "how" we act on an agency level? How do we "enact" multiculturalism beyond having conversations with each other? What is the role of director in all of this? This program will offer an overview of multicultural organizational development (MCOD). MCOB has been in mainly the business world yet can be extended to other settings. Many counseling centers engage in diversity and multicultural work with students and among staff but much of this engagement is on individual and interpersonal levels of work. While this is necessary, it represents only part of the possibility of becoming a multicultural counseling center. To fully enact multiculturalism, counseling centers can learn from the growing literature on MCOB. MCOB focuses less on individual and interpersonal factors and more on agency factors, such as how an agency makes decisions, communication vehicles, how conflict is expressed, representing itself to constituents, how power is enacted, etc. This program will outline the basics of MCOB and offer a packet of tools for directors to take back to their center. Come and learn some of the MCOB approaches, and join in robust sharing of practices, challenges, and joys among our centers (presenters and participants) as we all strive toward truly behaving "multiculturally".

Learning Objective 1: To identify from the literature the basic principles of multicultural organizational development

Learning Objective 2: To identify 2-3 ways these principles apply to one's counseling center

Presenters: Todd Sevig, Susan Prieto-Welch, Cheryl Nowell

Tentative Date: Tuesday, 10/27/2009

Tentative Time: 1:30:00 PM - 3:00:00 PM

Session type: Workshop

Multicultural Strategies for Suicide Prevention: One Size Does Not Fit All

Competent suicide prevention no longer utilizes a non-specific approach to diverse groups. Recent research has identified the need for population-specific strategies to save student lives. This workshop focuses on the latest prevention strategies developed from research, grants, and clinical work in counseling centers around the country. Presentations will focus on developing multicultural competence in suicide prevention and in promoting mental health services for diverse students from Asian-American, Latin, African-American, LGBT, and other backgrounds.

Learning Objective 1: Attendees will be able to identify key elements of a multiculturally competent prevention suicide prevention strategy

Learning Objective 2: Attendees will be able to recognize key differences in diverse students who present with suicidal ideation

Learning Objective 3: Participants will be able to identify major themes in suicide among Asian Pacific Islanders and learn corresponding strategies for prevention.

Learning Objective 4: To identify what characteristics of Hispanic parent-child relationships pose barriers to seeking help.

Learning Objective 5: To identify and develop strategies to engage parents and the Hispanic community in overcoming these barriers

Presenters: Richard Shadick, Ronald Becker, Allyson Tanouye, Robert Portnoy

Tentative Date: Tuesday, 10/27/2009

Tentative Time: 1:30:00 PM - 3:00:00 PM

Session type: Workshop

Technology, cyberspace and intimacy: The new cultural norms

The utilization of web-based social networking sites such as Facebook can no longer be seen as a unique fad or something out of the realm of normal behavior. Facebook went from 1 million active users in 2004, to now over 200 million active users in 2009; Myspace was created in 2003 and Twitter was created in 2006 and both are now used by millions. The users of these social networks are no longer just college students, but now siblings, parents, administrators and yes, college counseling center staff members. With web-based social networking now being the norm, the questions we ask must shift from what are these advances and should we use them, to how do we address their use by students when addressing therapeutic issues such as intimate relationships, identity formation, and boundaries? The focus of this presentation is to create dialogue about how college counseling professionals can and must learn to adapt to this new cultural standard if they are to effectively facilitate the work of counseling centers and connect with college students' current cultural experiences.

Learning Objective 1: Improve awareness of current trends in the utilization of social networking technologies and the psychosocial implications of such involvement.

Learning Objective 2: Increase understanding of how addressing issues regarding the utilization of social networking technology in therapy can enhance assessment and intervention.

Learning Objective 3: Increase confidence with such technology to be able to engage in discussion with students, parents and staff about their use of social networking, balancing the risks and benefits, in a context that is at once challenging and respectful.

Presenters: Brian Krylowicz, Orin Strauchler

Tentative Date: Tuesday, 10/27/2009

Tentative Time: 1:30:00 PM - 3:00:00 PM

Session type: Workshop

Legal Issues Highlighted During the Trial of a Mental Health Professional.

The loss of a client/patient to suicide is a traumatic event and this stress is exacerbated if there are accompanying liability issues. This presentation will review a recent trial where a college mental health professional was charged with malpractice. The case will be discussed from the speaker's perspective after serving as an expert witness at the trial.

Learning Objective 1: Participants will be able to explain how the choices made in responding to high risk clients/patients need to be grounded in sound psychological principles.

Learning Objective 2: Participants will be able to discuss the application of professional ethics and legal mandates in a court trial.

Learning Objective 3: Participant will realize the importance of preparing well for cross examination, either in the mental health professional's own defense, or as an expert witness.

Presenters: Robert Gallagher, Bob Gallagher

Tentative Date: Tuesday, 10/27/2009

Tentative Time: 3:30:00 PM - 5:00:00 PM

Session type: Workshop

The Electronic Tunnel of Oppression

The Tunnel of Oppression is an oppression reduction program that works to increase awareness and understanding of various forms of bias and oppression as well as to promote oppression reduction behaviors. The Tunnel of Oppression has been offered by various colleges and universities as a

temporary "live" program. We have worked to develop an electronic version of the Tunnel of Oppression that operates via a web site interface. This program will introduce participants to the electronic version of the Tunnel of Oppression and provide an overview of methods of including the Electronic Tunnel into professional development and student programming.

Learning Objective 1: Increase understanding of various forms of bias and oppression.

Learning Objective 2: Introduce a tool to provide bias/oppression reduction programming.

Learning Objective 3: Explore participant reaction to tunnel stimulus materials.

Learning Objective 4: Increase skills in the provision of bias/oppression programming.

Learning Objective 5: Increase knowledge of bias/oppression/hate crime statistics.

Presenters: Robert Rando

Tentative Date: Tuesday, 10/27/2009

Tentative Time: 3:30:00 PM - 5:00:00 PM

Session type: Workshop

Using a Culture Shock Model in Working with Students with Disabilities

According to the literature, the number of people in the United States with disabilities is increasing. A recent Harris survey showed that the life satisfaction of persons having disabilities is below that of people without disabilities. Counselors are likely to work with a person with a disability at some time during the life of their practice. The culture-shock model can be an effective approach to use when providing direction for counselors adjusting to working with people with disabilities, as well as for assisting clients adapting to a disability. This model was developed by a Counseling Center that also handles accommodations for students with disabilities. However, it has been beneficial in both areas of our center.

Learning Objective 1: To offer therapists a new paradigm in working with students with disabilities by using a culture shock model to explain the discomfort experienced by the therapist.

Learning Objective 2: To offer therapists a new way to frame the experience of a person dealing with a relatively new disability. The culture shock model can give some perspective to the unique experience of suddenly becoming a minority in one's home culture.

Presenters: Marcia Hamby, Ph.D., LPC

Tentative Date: Tuesday, 10/27/2009

Tentative Time: 3:30:00 PM - 5:00:00 PM

Session type: Workshop

Setting the Tone: Leadership Strategies for Multiculturalism in Counseling Centers

This workshop will address ways that Counseling Center Directors can effectively lead staff who will promote and address the challenges of multiculturalism within diverse work environments. Several aspects of leadership will be addressed, including how leaders can: (1) model and encourage self-

awareness of multiple identities, (2) improve recruitment and retention of diverse staff, (3) communicate effectively within a multicultural context, and (4) create an open environment to discuss multicultural issues in the context of staff development. This program will integrate the relevant research literature, examples of effective and challenging experiences, and group discussion.

Learning Objective 1: To explore advantages of enhancing one's cultural self-awareness

Learning Objective 2: To learn effective recruitment and retention strategies

Learning Objective 3: To learn effective ways of integrating culture into staff development processes

Learning Objective 4: To learn ways of improving communication and creating an inclusive work environment

Tentative Date: Tuesday, 10/27/2009

Tentative Time: 3:30:00 PM - 5:00:00 PM

Session type: Workshop

Consulting Directors on Duty (An Elements of Excellence Program)

Conference attendees consistently indicate that informal, one-on-one contacts with colleague directors are among the most highly valued learning opportunities at the conference. Select directors with significant experience will be available to provide individualized opportunities to share their knowledge, experience and perspectives with any other director choosing to avail themselves of the opportunity. Individual participants will register to meet with one of the consulting directors during this program slot through a sign-up board at the registration area.

Learning Objective 1: To provide peer-based consultation on matters germane to the management and operation of a psychological service

Learning Objective 2: To extend the director's knowledge base of problems encountered in the counseling center leadership role and potential solutions

Learning Objective 3: To enhance skills in organizational development as it applies to a psychological service setting

Presenters: Dennis Heitzmann, Denise Hayes

Tentative Date: Tuesday, 10/27/2009

Tentative Time: 3:30:00 PM - 5:00:00 PM

Session type: Workshop

When Disaster Strikes: Preparing University Communities to Provide Psychological First Aid

This presentation will afford participants an overview of disaster-response initiatives spearheaded by two university counseling center directors. Working together with the Ohio Department of Mental

Health, the Ohio Board of Regents, and other mental health professionals, these two directors have crafted a psychological first aid manual specifically for use at colleges and universities. The manual that they generated was adapted from a field operations guide written by the National Child Traumatic Stress Network and the National Center for Post-Traumatic Stress Disorder. Like the field operations guide, the university manual includes a description of psychological first aid (PFA) and its eight core elements. It also provides important guidelines and resources for addressing the psychological needs of different segments of a university community. In addition to discussing the creation of this manual, the presenters will describe a 6-hour "Train-the-Trainers" program that they developed and piloted in February of 2009. Key learning objectives for the training will be outlined, and important content areas will be highlighted. Next, the presenters will share plans for rolling out the training on a larger scale. Finally, discussion will focus on the many benefits and challenges associated with launching PFA initiatives, both at the state and institutional levels. The presenters will welcome members of the audience to share information pertaining to similar initiatives underway at their institutions.

Learning Objective 1: To provide participants with a greater appreciation of the nature of psychological first aid as well as an understanding of how and when it can be optimally used on college campuses.

Learning Objective 2: To afford participants a heightened awareness of how to educate college and university communities about psychological first aid.

Learning Objective 3: To prepare participants for some of the challenges that they are likely to face and rewards they may reap when collaborating with state agencies and with other colleges/universities.

Presenters: Craig Vickio, Carol Yoken

Tentative Date: Tuesday, 10/27/2009

Tentative Time: 3:30:00 PM - 5:00:00 PM

Session type: Workshop

What's Learning Got To Do With It? Assessing Learning Outcomes of Counseling Services

Counseling Centers are increasingly being called upon to demonstrate the learning outcomes of their work, moving beyond client satisfaction with services. This has been prompted by accreditation reviews and the movement within student affairs to demonstrate that learning is occurring as a result of student development programming and services. Learning Reconsidered 2 offered one broad model of learning outcomes. The Council for the Advancement of Standards has also proposed six domains of student learning and development outcomes. The panel of four directors -- representing both public and private institutions with enrollments ranging from 2,000+ to 21,000+ students -- will review the broad context of learning outcomes assessment within student affairs. They will describe the development of outcomes assessment in their centers in the context of their institutions and divisions. Each will provide specific examples of assessment methods and instruments utilized in their centers. The assessment of learning outcomes of both direct services and outreach programs will be described. The panelists will describe some of the pitfalls and benefits of learning outcomes assessment. Finally, they will present

information regarding the communication and use of assessment data. Attendees will receive several concrete examples of instruments which assess learning outcomes for counseling services.

Learning Objective 1: Participants will be able to describe at least two different conceptual frameworks for learning outcomes in student affairs.

Learning Objective 2: Participants will be familiar with several specific methodologies for assessing learning outcomes of counseling services.

Learning Objective 3: Participants will learn practical strategies for implementing the assessment of learning outcomes of counseling centers.

Learning Objective 4: Participants will receive concrete examples of instruments which assess learning outcomes of counseling services.

Presenters: Gary Neal, Don Paulson, Anna Beth Payne, Dianna K. (Rangel) Abel, Ph.D.

Tentative Date: Tuesday, 10/27/2009

Tentative Time: 3:30:00 PM - 5:00:00 PM

Session type: Workshop

Working with the suicidal college student: Key clinical and administrative considerations.

This workshop will present a practical overview of suicide assessment in the college setting. Empirically derived near-term warning signs (IS PATH WARM) will be reviewed along with various models of formulating risk, together with key considerations in clinical documentation. In addition to risk assessment, this presentation will focus on training and preparing our staff and trainees to better manage their own reactions to suicidal clients. We will explore the range of common emotional and counter-transference reactions, including anxiety/fear, anger, perceived incompetence and powerlessness, under-worrying and over-worrying. We will also discuss how the various components of the university (students, residential life, deans and counseling) typically respond to suicidality, each from their own perspective and based on their specific mandate. The complex role of the Counseling Center Director in managing and balancing the rights and clinical needs of the individual student vs. helping protect the university from suicide and from potential lawsuits will be addressed. Related issues such as communication with parents, emergency department and inpatient psychiatry will be discussed. Ample time will be allocated for participants to discuss challenges from their practice setting.

Learning Objective 1: Review near-term warning signs for suicide

Learning Objective 2: Discuss training issues with staff in working with suicidal students

Learning Objective 3: Review key considerations in working with other college offices around the needs of suicidal students.

Learning Objective 4: Discussion of clinical and administrative challenges from participant's practice settings.

Presenters: Harry Rockland-Miller, Chaim Nissel

Tentative Date: Wednesday, 10/28/2009
Tentative Time: 8:30:00 AM - 10:00:00 AM
Session type: Workshop

And there lies the rub: Navigating the multiple roles inherent in the role of university counseling center director.

The purpose of this session is to provide directors an opportunity to discuss the increasing complexities of having multiple roles on a university campus within the administration, between the administration and students, with joint appointments as tenure track teaching faculty while serving as counseling center directors. We are expected to be clinicians, administrators, teachers, advocates for students, confidants to key and more visible administrators on campus, consultants to all, liability management officers, chief mental health officers, amongst others. We are challenged to balance competing demands when dual roles arise (i.e. who can and should know what and when). The session will begin with panelists briefly identifying dual roles that are the most challenging and providing possible decision making models/hierarchies in how they manage these situations (or share their road map/compass in how they handle these situations). This will be followed by a group discussion with directors encouraged to share their experiences, to describe how they will handle these challenging situations, and to discuss lessons learned.

Learning Objective 1: Identify complexities of multiple roles (i.e. ethical/legal dilemma, dual relationship, internal confusion).

Learning Objective 2: Illustrate with dual role scenarios how other directors resolve/manage these complexities, being mindful of ethical guidelines and maintaining appropriate boundaries.

Learning Objective 3: Discuss shared experiences with colleagues and obtain examples/strategies from others as to how they navigate these situations.

Presenters: Annorah Moorman, Marita Barkis, Jonathan Perry, Yolanda Bogan, Micky Sharma

Tentative Date: Wednesday, 10/28/2009
Tentative Time: 8:30:00 AM - 10:00:00 AM
Session type: Workshop

College student suicidality: Updated findings and implications from the Research Consortium

This presentation will review major findings from the National Research Consortium of Counseling Centers in Higher Education's 2006 survey of college student suicidality. This study, which comprises 26,000 participants from 70 IHEs, largely recruited through AUCCCD, provides detailed data and insight

into the thoughts, feelings, actions, and reactions of students on the continuum of suicidal thought, intent and action. Key findings that reveal a profile of suicidal experience and expression among the student population will be discussed. New analyses will be reported for gender, racial/ethnic groups, and qualitative survey responses about means, intention, and other indicators. This data collection was designed to have specific and practical application for counseling center directors' use in suicide prevention. Specifically, this data illuminates the need for a population-based, public health approach to suicide prevention. This paradigm, which both encompasses and expands upon the current model of treating individuals in crisis, will be elaborated upon in depth. Implications for prevention and intervention will be discussed.

Learning Objective 1: Participants will understand key characteristics of the nature of a suicidal crisis in college students.

Learning Objective 2: Participants will gain knowledge of how suicidality is expressed differently in subgroups within the student population

Learning Objective 3: Participants will comprehend the need, supported by these findings, for effective suicide reduction efforts, to conceptualize suicidality as a public health problem, and to target reduction of suicidality at multiple levels across the population.

Presenters: Chris Brownson, David Drum

Tentative Date: Wednesday, 10/28/2009

Tentative Time: 8:30:00 AM - 10:30:00 AM

Session type: Workshop

Using videos to educate faculty as gatekeepers for identifying students at risk.

The presenters will show three movies specifically developed and produced to educate faculty as to their roles as gatekeepers for identifying and getting help for students with mental health needs. The Georgia Tech movie, "Stress or Distressed? A Resource for Georgia Tech Faculty Regarding Student Stress" teaches faculty in some depth about the signs, symptoms and procedures for identifying troubled students. The Emory University movies, "Student @ Risk" and "Faculty, Staff & Medical Staff @ Risk," are shorter videos that teach faculty how to identify and get help for troubled students and for colleagues. In addition to showing the movies the presenters will discuss their development, including the political and social climates at each school, and data that has been collected about their impact on the community. Discussion will focus on sharing experiences from other colleges and universities with the goal of learning more about producing effective media to teach university and college faculty and staff how to identify and help students with mental health related problems.

Learning Objective 1: Increase knowledge about advocating for resources and obtaining access necessary to train faculty in their role of identifying students at risk.

Learning Objective 2: Increase knowledge about producing videos and other media to educate faculty about their role of identifying students at risk.

Learning Objective 3: Increase knowledge about measuring effectiveness of training programs designed to educate faculty about their role of identifying students at risk.

Presenters: Mark McLeod, Ruperto Perez

Tentative Date: Wednesday, 10/28/2009
Tentative Time: 8:30:00 AM - 10:00:00 AM
Session type: Workshop

Preventing College Student Suicide Through Gatekeeper Training: The Campus Connect Model

Designed specifically for a college/university community, Campus Connect is an experiential gatekeeper training program focused on enhancing gatekeepers' knowledge, awareness, and skills concerning college student suicide. Campus Connect is currently employed on 45 campuses and is included in the Suicide Prevention Resource Center/American Foundation for Suicide Prevention National Best Practices Registry. The purpose of this panel is to provide participants with an overview of Campus Connect. The director who developed Campus Connect will present the program's underlying philosophy, lead participants through one of the program's experiential exercises, and review existing research supporting the program's efficacy. Directors from two universities currently employing Campus Connect will describe ways in which Campus Connect has been implemented on their own campus. Specific attention will be given to ways in which Campus Connect was modified to meet the unique needs and culture of each campus. Throughout this discussion broad based issues related to gatekeeper training will be reviewed, including strategies for gaining administrative buy-in, how to implement gatekeeper training within a broader context of campus suicide prevention, and how to develop policies and procedures regarding suicide prevention that can support gatekeeper training.

Learning Objective 1: Participants will become familiar with Campus Connect Suicide Prevention Training for Gatekeepers.

Learning Objective 2: Participants will better understand ways in which theories of college student suicide and various national trends in college mental health relate to gatekeeper training.

Learning Objective 3: Participants will better understand and recognize unique campus variables that impact the successful implementation of gatekeeper training.

Learning Objective 4: Participants will develop increased understanding for strategies for implementing gatekeeper training within a broader context of campus suicide prevention.

Presenters: Cory Wallack, Jeffrey Pollard
Tentative Date: Wednesday, 10/28/2009
Tentative Time: 8:30:00 AM - 10:00:00 AM
Session type: Workshop

Delusions of 'Reference': Are These Letters Reality-Based?

While counseling center staff annually devote a considerable amount of time to writing and reading reference letters that will often exert a significant influence on the futures of both individuals and centers, no established guidelines exist for the processes of requesting, writing, and utilizing letters, and

little, if any, training is provided to encourage proficient performance in any of these areas. Further, the standard practice of inflating applicants' qualities and performance creates a system in which reference letters are largely ineffective in discriminating among applicants, more accurate and objective letters can torpedo applicants' candidacies, and letter readers engage in a projective process of scrutinizing letters for "red flags." This panel session will examine the manner in which reference letters are created and used, articulate deficits, identify best practices, and present a revised protocol for writing and evaluating such letters.

Learning Objective 1: Participants will identify inadequacies and challenges in current reference letter system.

Learning Objective 2: Participants will be able to articulate best practices when operating within the existing reference letter system.

Learning Objective 3: Participants will begin to develop a revised professional protocol for writing and evaluating reference letters.

Presenters: David Onestak, Kirk Dougher, , Monroe Rayburn, Jeri Rockett, Ellen Taylor

Tentative Date: Wednesday, 10/28/2009

Tentative Time: 8:30:00 AM - 10:00:00 AM

Session type: Workshop

Using Creative Interventions to Facilitate Grief Work with Individuals and Groups on Campus.

This session will examine our current understanding of the tasks of grief and appropriate interventions to use for each of the different tasks. A variety of creative interventions will be discussed that can be utilized for college students.

Learning Objective 1: To discuss and understand the tasks of grief.

Learning Objective 2: To describe the different responses to grief based on the gender and personality of you client.

Learning Objective 3: Become familiar with the assessment criteria for identifying complicated grief.

Learning Objective 4: To understand the value of using creative grief interventions with individuals and groups on campus.

Presenters: Jack LoCicero

Tentative Date: Wednesday, 10/28/2009

Tentative Time: 10:30:00 AM - 12:00:00 PM

Session type: Workshop

Compassion Fatigue and Burnout: For Us and for Them

This presentation will consist of a brief discussion on key terms related to compassion fatigue, vicarious trauma and burnout. We will discuss these terms as they apply to college counseling centers and how best to address prevention and intervention with staff. Additionally, this training will offer examples of how counseling centers who offer program outreach could give presentations on burnout and compassion fatigue to other groups on campus. This will be a practical session, based on discussion and panel participation from a variety of schools. Participants will be given several PowerPoint lectures as take-away examples of how to develop their own outreach program as well as some table-top discussion cases to bring back to their staff.

Learning Objective 1: Participants will learn the definitions of compassion fatigue, vicarious trauma and burnout. They will learn how they apply to counselors and helpers in general

Learning Objective 2: Participants will learn ways to prevent the development of these stress reactions by developing personal and systemic strategies to address cumulative stress build up.

Learning Objective 3: Participants will learn ways to intervene with staff and others who are experiencing stress reactions and how to address problems that occur in the workplace that impact productivity, attitude and general work ethic.

Learning Objective 4: Participants will join in a panel discussion on the topic and review specific case-studies and scenarios that impact various schools dependent on size, geographic location, culture and age.

Learning Objective 5: Participants will receive specific handouts and PowerPoint's on how best to program these issues to groups outside of the counseling center as part of their prevention programming.

Presenters: Brian Van Brunt, MJ Raleigh, Karen Jones, Kirk Dougher, Barbra Hardin, Marty Doty, Raquel Contreras

Tentative Date: Wednesday, 10/28/2009

Tentative Time: 10:30:00 AM - 12:00:00 PM

Session type: Workshop

The \$100,000 Question: What Four Counseling Centers did with \$100,000

The City University of New York is comprised of 17 public community and senior colleges. In fall 2008 the CUNY Chancellor put forth a Mental Health Initiative that provided approximately \$100,000 of additional funding to each of the colleges. The money was specifically earmarked for counseling/mental health services, and the directors of services at each college submitted a brief plan to CUNY about how they would use the money. Four of these directors will discuss their plans for the money and the road blocks (political and other) to accessing and spending the money. This presentation will highlight the uniqueness of each college's organizational structure, programming, services and needs, as well as the institutional support on each campus for the initiative. Issues of budget control will be discussed. This will be a round table presentation and a discussion that should be of particular interest to other public institutions. Attendees of the session will be invited to participate in the discussion and extrapolate the issues to their own institutions.

Learning Objective 1: Participants will gain a better understanding of the administrative intricacies of CUNY and its colleges, as well as ideas about the application to their home schools

Learning Objective 2: Participants will learn four different approaches to the delivery of counseling services to diverse student bodies.

Learning Objective 3: Participants will learn about the organizational structures of the four counseling centers, and consider the pros and cons of the organizational structures of their institutions.

Presenters: Elizabeth McCaffrey, Anney Baez, Ph.D., Cynthia Bink, Susan Lindner, Ph.D.

Tentative Date: Wednesday, 10/28/2009

Tentative Time: 10:30:00 AM - 12:00:00 PM

Session type: Workshop

Context is (almost) everything: Selected legal and ethical dilemmas in clinical supervision

This session will explore legal and ethical guidelines in the provision of clinical supervision within university based training sites utilizing primarily a couple of actual dilemmas which highlight the importance of various contexts in the application of those guidelines. Among the legal and ethical guidelines that will be explored are multiple relationships among trainees and supervisors, umbrella supervision, abandonment, supervisee/supervisor match, competence, and confidentiality. Some of the critical contexts that will be explored include theoretical orientation, culture, counter-transference and personality, consultative focus and role (e.g. case management vs. training/development), training program structure, and relationship between collaborating training organizations. We will also explore some of the natural role conflicts and tensions that arise when providing clinical training supervision within the same agency that one serves as administrative director.

Learning Objective 1: Participants will learn or review important professional ethical and legal standards central to the provision of supervision and training in supervision.

Learning Objective 2: Participants will gain understanding of the critical importance of various contexts in the application of legal and ethical guidelines to real life supervisory practice.

Learning Objective 3: Participants will gain a better understanding of the potential role conflicts that arise in providing clinical supervision while directing the same agency, and identify means of working to resolve those conflicts.

Learning Objective 4: Participants will learn to identify personal issues that get in the way of clinical decision making and consider some ways to intervene by exploring the personal to empower the professional.

Presenters: Kip Alishio, Russel Haber

Tentative Date: Wednesday, 10/28/2009

Tentative Time: 10:30:00 AM - 12:00:00 PM

Session type: Workshop

Beyond Tolerance: Understanding and Celebrating Spiritual and Religious Diversity in Counseling Center Work

Once upon a time if you worked in a private church related college or university you could anticipate that your students would come from and uphold the religious and spiritual traditions associated with that school. Likewise, if you worked at a large public secular university you would have been able to believe religious and spiritual concerns would not be an active part of your counseling center work. These assumptions, while never really true, can no longer be accepted. In an ever growing diverse world, our need to know and understand "others' traditions" becomes a more urgent and important matter. The religious and spiritual traditions of our students impact their experiences of counseling. As we work with our students we bring our own ideas about religious and spiritual practices into the counseling session: beliefs about their traditions and our traditions. What can we learn from each other about moving beyond conventional tolerance to a deeper understanding and celebrating of diverse religious and spiritual traditions?

Learning Objective 1: Enhance our understanding of the diversity and impact of religious and spiritual practice within our student bodies and within our staff members.

Learning Objective 2: Discuss the multidimensional aspects of spirituality and religious systems and their influence on the counseling process

Learning Objective 3: Explore specific ways to celebrate diverse religious and spiritual practices in our counseling center work.

Presenters: Kristen Gray, Rose Signorello, Edna Pressler, Paul Polychronis, Juanita Martin, Frank Kelemen, Donald Paulson

Tentative Date: Wednesday, 10/28/2009

Tentative Time: 10:30:00 AM - 12:00:00 PM

Session type: Workshop

A Review of the AUCCCD Annual Director's Survey

This program will provide a review of the results of the 2008 AUCCCD Survey including key findings and data trends. Particular focus will be on several new items in the 2008 survey and on Supplemental Analysis allowed by these items. An introduction to the 2009 Director's Survey will also be provided.

Learning Objective 1: Review structure of AUCCCD Survey and list key survey items.

Learning Objective 2: Review analysis of 2008 Survey results.

Learning Objective 3: Compare results from previous AUCCCD surveys.

Presenters: Victor Barr, Robert Rando

Tentative Date: Wednesday, 10/28/2009

Tentative Time: 10:30:00 AM - 12:00:00 PM

Session type: Workshop

Inclusion and Exclusion: Ethical Decision-Making and Boundaries In Staffing Given Known Personal Treatment History

Periodically the issue of hiring past clients as trainee or staff is raised on the directors' listserv, and responses are markedly divided. Some state that it is stigmatizing or illegal to consider an applicant's past treatment at the center. Others state that hiring past clients creates an ethical and boundary quagmire. This presentation will explore counseling center directors' attitudes and practices regarding staffing and personal mental health treatment, and the delicate boundary and ethical issues that surround this issue. The workshop will explore how a trainee or staff person's personal treatment is perceived, talked about and how it might affect administrative issues (i.e., hiring.) Over the summer, a survey will be conducted of directors, inquiring about perceptions and practices regarding the issue of hiring trainees or staff that are known to have received mental health treatment at the center. Boundary issues and ethical principles will be reviewed and discussed. There will be time for participants to discuss relevant concepts such as stigmatization of mental health and boundaries specific to the field.

Learning Objective 1: Distinguish the ethical guidelines and relevant literature that apply to personal mental health treatment and dual relationships.

Learning Objective 2: Summarize the data obtained from a survey of directors on attitudes and practices about personal mental health treatment.

Learning Objective 3: Illustrate the concepts of stigmatization and boundaries that are specific to the mental health field.

Presenters: Mike Zebrowski, Robin Keillor, Doug Greiner

Tentative Date: TBD, 12:00:00 AM

Tentative Time: 12:00:00 AM - 12:00:00 AM

Session type: Poster

Design an Internet webpage for suicide prevention and the promotion of well-being from the perspective of latino/puertorrique university students

As a result of a grant we received from the SAMHSA to develop a suicide prevention program we designed a web page. This web page includes information related to suicide prevention and to the promotion of well-being from the Latino/ Puerto Ricans university students' perspectives. In this web page we included collaborations from the counseling staff. Also the webmaster was a college student and we included ideas and recommendations from college students. Since one of the principal purpose of this page is suicide prevention we included a campaign titled: Don't erase your future, originally prepared by Better World Advertising for the University of Irving California and translated to Spanish at the University of Puerto Rico in Cayey. We also included a local campaign to promote wellbeing, titled:

Your challenges are not only academic, when it gets hard let us help you. The page has links to important sites of interest for all components of the campus community. This webpage has been recognized by other counseling staff, and used as a model so that other counseling centers include a student perspective in the designing of their webpage. You can access the page at www.cayey.upr.edu/cede.

Learning Objective 1: Increase awareness of the benefits of having a web page design from the student perspective, specially from latino/puertorrique college students.

Learning Objective 2: To offer innovative ways to incorporate diversity, work on suicide prevention and share wellness information from a student (latino/puertorrique) perspective using the Counseling Center's web page.

Presenters: Maria del Carmen Fernanadez, Carilu Perez