

Saturday, 10/16/2010, 8:30 AM - 11:30 AM

Presenters:

Ian Birky, Ph.D., Director, Lehigh University, School size: 7500

Wanda Collins, Ph.D., American University, School Size: 10,001-15,000

Intellectual Invigoration in a “Think Tank” Venue (An Elements of Excellence Program)

This exclusively experiential half-day workshop is designed to provide participants an intimate opportunity to engage with one another in a think tank styled and facilitated experience related to counseling service administration and delivery of services into the next decade. The guided workshop is based in part on the assumption that it is often intellectually enjoyable and invigorating to generate new ideas, to build fantasies and dreams together, and to envision possibilities that affirm and recharge the professional soul when unconstrained by strictures of protocol, procedure and policy generally normative in everyday life. Ideas to explore might include envisioning what a student centered counseling center would look like if dreams were the architect? What marketing brands would best represent what we do? How do we best address disposition with our “palliative care” type of clients? There is both hope and expectation that participants will have the kind of experience often found when on retreat, where open interaction generates new thought and vision. An expected outcome is that directors will experience an increase in energy, professional passion and career vitality. Ultimately, there is an expectation that think tank visioning will produce newly imagined and prototype thought products that can be integrated into participants’ everyday professional lives.

Learning Objectives:

1. *Discuss and analyze ideas generated in a think tank format that are pertinent to futuristic service goals of a “next decade” counseling center.*
2. *Utilize the thinking and passion of others to stimulate creative and intellectual reflection on counseling center services and functioning.*
3. *Create visionary images that will guide the development of administrative templates useful for managing and designing a counseling center.*

Saturday, 10/16/2010, 8:30 AM - 4:00 PM

Presenters:

Moderator/Coordinator:

Lauren Weitzman, Ph.D., University of Utah, School Size: 25,001 – 30,000

Leadership Institute Faculty:

Susan Prieto-Welch, Ph.D., Purdue University (35,000+)

Jonathan Perry, Ph.D., University of Arkansas (15,001 – 20,000)

Mark Thompson, Ph.D., Colgate University (2,501 – 5,000)

Cheryl Nowell, Ph.D., Florida International University (35,000+)

Ian Birky, Ph.D., Lehigh University (7501 – 10,000)

Dennis Heitzmann, Ph.D., Penn State University (35,000+)

Elizabeth Gong-Guy, Ph.D., University of California @ Los Angeles (35,000+)

Tom Seals, Ph.D., Emeritus Director, University of Illinois, Urbana –Champaign (35,000)

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

This full-day Administrative 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 introductory leadership institute is to provide an opportunity for directors in the early stage of their career to develop an understanding and skills applicable to leading and managing a College/University Counseling Center.

Learning Objectives:

1. Better recognize and access the leader within myself.
2. Become aware of personal and professional dilemmas and complexities associated with leadership in a counseling center.
3. Enhance the understanding of my strengths and abilities that will make me a better leader.
4. I will be able to describe, analyze, and discuss the developmental journey during the shift in my identity from clinician to manager in a counseling center.
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.
6. Guidance to new directors in content areas that are typically a source of anxiety (e.g.- budget, personnel, interacting with stakeholders, etc.) while also illustrating that other new and not-so-new directors struggle with the same issues.
7. Develop perspective on the skills and challenges inherent to long-term success and satisfaction in the directors' role.

Saturday, 10/16/2010, 8:30 AM - 4:00 PM

Presenters:

Dr Steve Sprinkle, PhD, Psychologist, University of San Diego, 7501 - 10000

Jeffrey Pollard, Director, Psychologist, George Mason University, 30001 - 35000

Presentation Information:

Session Length: 6.0 CE

Type: Precon

Session Type: Lecture

Level: Intermediate

Topic: Specialized Topics and Training

From campus threat assessment to student risk assessment: Bridging the gap in addressing violence on campus

The workshop begins by describing a systemic, multidisciplinary team approach to "campus threat assessment" based on systems employed by the most respected agencies in North America - the Secret Service, U.S. Postal Service, FBI, etc. Topics include threat assessment team principles, member characteristics, group processes, and the role counseling center directors can play. Case examples are reviewed that illustrate the practical management of situations that present low, moderate, high, or extreme risk of violence. The workshop then provides a step-by-step approach for assessing whether a student is a "risk to others." The parallels between assessing "risk to others" and the more familiar "risk to self" are reviewed, and detailed guidelines are offered for providing informed consent, conducting clinical interviews, gathering collateral information, and using psychological testing. Participants will also critically examine policies and procedures employed at the University of San Diego for mandated assessment of student "risk to self or others." Case examples are reviewed that illustrate the practical management of students who present minimal, unclear, or pronounced risk of violence. Ample time will be allowed for questions and discussion.

Learning Objective 1: *Identify strategies for systematic campus threat assessment.*

Learning Objective 2: *Explore roles of threat assessment team members.*

Learning Objective 3: *Identify practical steps involved in assessing "risk to others" in university students, noting the parallels between assessing "risk to self" and "risk to others."*

Learning Objective 4: *Critique policies and procedures used at the University of San Diego for mandated assessments of student "risk to self or others."*

Learning Objective 5: *Review practical strategies for managing potential violence on campus.*

Saturday, 10/16/2010, 1:00 PM - 4:00 PM

Presenters:

Dr. ValaRay Irvin, Southern University, Baton Rouge, LA

Dr. Michael Mond, Counseling & Student Dev. Ctr., Johns Hopkins University, MD

Dr. Mary Chandler Bolin Counseling & Testing Ctr., University of Kentucky

Nancy E. Ronchetti, M.S., IACS Executive Officer

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 Goals and Objectives:

- 1) Identify the critical elements of a field visit and understand its place in the overall accreditation process.*
- 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*
- 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.*

Saturday, 10/16/2010, 1:00 PM - 4:00 PM

Presenters:

Dr. Mark Kopta, PH.D., Psychologist, University of Evansville, 2501 - 5000

Presentation Information:

Session Length: 3.0 CE

Type: Precon

Session Type: Lecture

Level: Intermediate

Topic: Specialized Topics and Training

The Future is here for college counseling centers: Counseling works, preventing suicide, and improving outcomes

This workshop features three segments. First, outcomes findings are presented for over 7000 clients treated at several college counseling centers using the electronic CelestHealth System (CHS). The CHS assesses complete mental health in less than 2 minutes. Impressive improvement rates across sessions are shown for 12 scales, for example, life functioning, depression, suicidality, and drug/alcohol abuse. These rates indicate that counseling centers are providing excellent care for their clients. The second segment focuses on the detection and prevention of suicidality using the 2-item Suicide Monitoring Scale (SMS) of the CHS, an efficient interview format, and level of care treatment plan. The SMS is the briefest assessment instrument for

suicidality demonstrating very good construct validity and reliability. The final segment features clinical methods that include the use of the CHS's Behavioral Health Measure-20, Therapeutic Bond Scale, and Psychotherapy Readiness Scale. These instruments improve outcomes by increasing the client's self-efficacy, improving the relationship between client and psychotherapist, and detecting client resistances to psychotherapy. Scientific findings based on over 2000 clients are presented that validate the capability of these methods to improve psychotherapy outcomes.

Learning Objective 1: Describe counseling outcomes for 12 mental health scales, for example, life functioning, depression, suicidality, and alcohol/drug abuse.

Learning Objective 2: Demonstrate assessment and treatment methods to identify and effectively treat suicidality.

Learning Objective 3: Demonstrate three methods--monitoring mental health across sessions, monitoring the counseling relationship, and identifying client resistances to counseling--that improve counseling outcomes.

Sunday, 10/17/2010, 1:30 PM - 3:00 PM

Presenters:

Wanda Collins, Ph.D. American University, School Size: 10,001-15,000

John H. Dunkle, Ph.D., Counseling and Psychological Services (CAPS) Northwestern University, School Size: 17,000 students

Cheryl Nowell, Ph.D., Florida International University, School Size: (35,000+)

Todd Sevig, Ph.D., University of Michigan, School Size: 35,000+

Mark Thompson, Ph.D., Colgate University, School Size: 2,501-5,000

Thorns amongst the roses: Potential staffing challenges even with the best of personnel (An Elements of Excellence Program)

Staff members at university counseling centers are typically well-trained and capable individuals. But even with the best of staff, directors may face personnel-related challenges. How does a director address tensions resulting from staff trained in different mental health disciplines? What strategies might be employed to help recent graduates understand the responsibilities and expectations for a new professional in our field? What issues might arise with a "bi-modal staff" of more and less experience, and how does the director seek to bridge the differences? When individual staff members experience issues in their personal lives that may impact the work environment, how does the director find the balance in respecting the individual's personal situation with the needs of the center? This panel presentation will address these issues and allow an opportunity for discussion and sharing of ideas with the audience.

Learning Objectives:

1. *Increase awareness of potential staffing issues that may exist when a staff is "bi-modal," consisting of both experienced members and relative newcomers with different/new perspectives, expectations, and at a different level of personal/professional development. Discuss ways in which these differences can be successfully bridged.*
2. *Identify options for helping new staff understand what it means to be a professional as a counseling center staff member and how best to establish/meet these behaviors and expectations.*
3. *Clarify strategies for addressing conflicts that may arise between staff members due to differences in their professional training (e.g.—psychologists, social workers, counselors, psychiatrists, drug and alcohol counselors, family therapists, etc.).*
4. *Identify strategies for balancing the support of individual staff members as they manage personal situations (e.g., pregnancies, family issues, health concerns, etc.) when it impacts the office environment.*

Sunday, 10/17/2010, 1:30 PM - 3:00 PM

Presenters:

Dr Gregory Eells, Ph.D., Psychologist, Cornell University, 20001 - 25000

Presentation Information:

Session Length: 1.5 CE

Session Type: Lecture

Level: Intermediate

Cautions: The presentation will involve voluntary participation in guided imagery that focuses on feelings of loss.

Topic: Application / Hands on

Suffering and meaning in counseling service work

Our work in college counseling frequently involves coming close to human suffering whether through students' grief and loss experiences, students' feelings of anxiety and depression, or through a students' suicide. Our ability to respond to our community with kindness and compassion rests in our ability to stand close to this suffering. This presentation will examine the role of human suffering in our lives and in our work. Mindfulness practice, and values related to suffering in our work will be examined through the prism of Buddhism, Acceptance and Commitment therapy (ACT), and Existential therapy. The

presentation will involve guided imagery exercises that allow participants to be close to images of loss and fear. The presentation will end with an examination of how we can approach the worked with acceptance and hold out hope in the face of suffering that something extraordinary can happen with our students and our staffs.

Learning Objective 1: *Discuss the ubiquitous nature of human suffering from various schools of thought.*

Learning Objective 2: *Analyze the ways in which being close with human suffering is related to our ability to offer kindness.*

Learning Objective 3: *Apply concepts of suffering and meaning in guided imagery exercises.*

Learning Objective 4: *Use concepts form Buddhism, ACT and existential therapy to help make meaning from suffering.*

Sunday, 10/17/2010, 1:30 PM - 3:00 PM

Presenters:

Mr. Charles Morse, MA, Licensed Mental Health Counselor, Worcester Polytechnic Institute, 2501 - 5000

Douglas Johnson, Director, Psychologist, The University of Maine, 10001 - 15000

Presentation Information:

Session Length: 1.5 CE

Session Type: Lecture

Level: Introductory

Topic: Advocacy / Big Picture Issues

Taking it to the students, public health initiatives for student safety and well-being

Significant data continues to emerge which describes the widespread prevalence and intensity of mental health concerns among students on college campuses. Annually nearly half of our students say they're so depressed it's difficult to function, 10% have serious suicidal thoughts and close to 2% actually make suicide attempts. College counseling centers generally see only between 5- 15% of the student population on campuses annually, leaving vast numbers of students struggling without professional

support. Counseling centers, under pressure to meet an increasing demand for clinical services, are hard pressed to consider how they might address the more widespread mental health needs of the campus community. Yet college counseling centers have an opportunity to engage already existing networks of support to enhance student safety and overall well being. The challenge begins in shifting counseling center perspectives towards opportunities to engage in population level preventive programming while maintaining high quality clinical services for individual students. This session highlights the efforts of two campuses, Worcester Polytechnic Institute and The University of Maine, to adopt a public health model in the design and implementation of evidence based preventive mental health programming on their campuses.

Learning Objective 1: Describe population level data on students' mental health concerns on campus.

Learning Objective 2: Discuss the usefulness of adopting a public health model in the design and implementation of preventive mental health programming.

Learning Objective 3: Describe two campus efforts to design and implement population level programming aimed at improving overall campus safety and student well being.

Learning Objective 4: Discuss the challenges and opportunities associated with counseling center efforts to design and implement population level programming.

Sunday, 10/17/2010, 1:30 PM - 3:00 PM

Presenters:

Dr Sandy Colbs, Ph.D., Psychologist, Illinois State University, 20001 - 25000

Dan Jones, Director and Chief Psychologist, Psychologist, Appalachian State University, 10001 - 15000

Christen Logue, Director, Psychologist, Lee University, 2501 - 5000

Presentation Information:

Session Length: 1.5 CE

Session Type: RT Discussion

Level: Intermediate

Topic: Application / Hands on

Managing a multigenerational counseling center

As counseling center directors, we have been engaged for several years in educating our campuses about the "millennial students" in our midst. Now the millenials are on our staff! For many of us, we now have representatives from 3 or 4 distinct

generations in our staff, each with different values related to work, work styles, approaches to technology, view of work/life balance, and supervisory needs. In this roundtable discussion, the facilitators will share briefly about characteristics of various generational cohorts. We will then pose questions, and offer an opportunity for directors to share stories and challenges in managing a multigenerational workforce. This presentation doesn't have any "answers", but will ideally help to frame the critical questions associated with our supervisory styles, our agency structures, policies associated with scheduling, contracting of time, work/life and human resource concerns, and leadership development of multigenerational staff members, including trainees for those sites that include a training program. We hope that directors representing multiple generations will attend to offer perspectives from within each generational cohort. Come prepared to share and discuss.

Learning Objective 1: *Directors will gain an understanding of the characteristics of Baby Boomers, Generation X'ers, and Millennials as they relate to values about work and expression of self in the workplace.*

Learning Objective 2: *Directors will discuss their challenges in managing a multigenerational counseling center staff.*

Learning Objective 3: *Directors will develop strategies for thinking about and evaluating possible changes to management practices.*

Sunday, 10/17/2010, 1:30 PM - 3:00 PM

Presenters:

Connie Horton, PhD, Psychologist, Pepperdine University, 2501 - 5000

Elizabeth Gong-Guy, Director, Psychologist, UCLA, 35001+

Marcy Hunt-Morse, Director, CAPS, Psychologist, Portland State University, 2501 - 5000

Vince Kiefner, PhD, Associate Director for Counseling, Psychologist, Pratt Institute, 2501 - 5000

Frank Kelemen, Director of Counseling Services, Psychologist, Albion, 1501 - 2500

Michele Willingham, Director, Psychologist, Cal Poly Pomona, 20001 - 25000

Presentation Information:

Session Length: 1.5 CE

Session Type: Panel

Level: Intermediate

Topic: Application / Hands on

Clinical, administrative, and student of concern approaches to eating disorders: Addiction, self-harm, and other conceptual models

Students with eating disorders, because of the often complex clinical pictures and potentially serious health risks, need specialized care and represent treatment challenges to university counseling centers. As demand for services increase, and the press for brief treatment continues, counseling center administrative dilemmas have become especially salient (What brief treatments could be employed? Which students are beyond the scope of services?). Additionally, as Counseling Center Directors are serving on Student of Concern Committees, they are participants in broader university enrollment questions (e.g., When, if ever, is a student with a severe eating disorder required to have an assessment, or engage in treatment? When, if ever, can a student be determined that a student is too ill to remain in school? If such a student refuses a voluntary withdrawal, when, if ever, would an involuntary withdrawal be used?). This panel will address clinical approaches, including Dialectical Behavior Therapy and Motivational Interviewing (often used with substance abuse), counseling center policies, and Student of Concern Committee decision-making protocols with students with severe eating disordered behavior. Additionally, philosophical positions regarding students "rights" to engage in unhealthy behavior (as in smoking) versus a university's obligation to protect a student in danger (like suicide) will be explored.

Learning Objective 1: *Participants will be able to identify varied treatment approaches (e.g. Dialectical Behavior Therapy and Motivational Interviewing) that could be used with clients with eating disorders.*

Learning Objective 2: *Participants will be able to describe various Counseling Center policies regarding eating disorder treatment, including scope of practice boundaries and team treatment requirements.*

Learning Objective 3: *Participants will discuss assumptions and philosophical underpinnings to dilemmas regarding Student of Concern response to student with eating disorders.*

Learning Objective 4: *Participants will be able to critique their university's practices and policies in the area of eating disorders.*

Sunday, 10/17/2010, 1:30 PM - 3:00 PM

Presenters:

Dr Bruce Lochner, PhD, Psychologist, University of Central Oklahoma, 15001 - 20000

Paul Polychronis, Director, Psychologist, University of Central Missouri, 10001 - 15000

David Schroat, Director, Psychologist, University of Michigan-Dearborn, 7501 - 10000

Presentation Information:

Session Length: 1.5 CE

Session Type: Panel

Level: Intermediate

Topic: Specialized Topics and Training

Practical psychodynamics: Implications for better training and service delivery

The popularity of psychodynamic approaches to college counseling has waned in the wake of the so called "empirical approaches" to psychotherapy. Yet psychodynamic psychotherapy is empirically supported for a wide range concerns that motivate students to seek help. Psychodynamic approaches focus on relationships and emphasize developmental themes, expression of affect, exploring uncomfortable thoughts and feelings, tagging recurrent themes, and the role of imagination in domains salient to college students (sexuality, identity development, separation and individualization, problems forming meaningful relationships, repetitive ways of thinking and behaving, etc.). This presentation will touch upon some of that research that supports psychodynamic approaches for general symptom relief and that challenges the view of psychodynamic psychotherapy as non-empirically supported approach to treatment. We will then introduce a few psychodynamic concepts that may be practically incorporated in many of the current treatments you currently use in your brief therapy work, and in the skills set you teach in your training programs.

Learning Objective 1: *Participants will learn reasons derived from empirical findings and practice to re-consider emphasizing short-term psychodynamic psychotherapy models in college counseling settings.*

Learning Objective 2: *Participants will learn the basic concepts of the Core Conceptual Relational Theme (CCRT) method and apply them to understanding transference phenomena so that they may work more effectively in the relationship.*

Learning Objective 3: *Participants will learn the application of some important psychodynamic concepts (e.g., titrating interpretations, experience near versus far, transference and counter transference interpretations, the expressive-supportive continuum, and internalization of new object relations) in a brief therapy context.*

Learning Objective 4: *Participants will learn how and why psychodynamic case formulation should be incorporated into your training programs.*

Monday, 10/18/2010, 8:30 AM - 10:00 AM

Presenters:

Ian Birky, Ph.D., Lehigh University, School Size: 7500

Abigail Lipson, Ph.D., Director, Bureau of Study Counsel, Harvard University, School Size: 20,000

Dr. Orin Strauchler, Psy.D., Psychologist, Mount Saint Mary College, School size: 1500-2500

Designing Bridges to the Future – Creatively Imagining the Role of Technology in Our Work (An Elements of Excellence Program)

This open discussion-based seminar seeks to provide directors an opportunity to creatively explore ways that technology might be centrally integrated into core counseling center services. The discussion will recognize normative professional concerns of confidentiality ethics and sensibilities, but will strive for unbounded, out-of-the-box, imaginative thinking. The purpose of the seminar is to foster imaginative exploration outside our comfort zones and to wonder what centers would look like if technology was used to its fullest potential. Directors will be guided in a dialogic strategy that temporarily suspends “yes-but” intercourse and makes use of “yes-and” creative/imaginative thinking, with the recognition that “thinking is not doing.” Directors will be challenged to erect imagistic and fantasy based bridge spans without seeing the anchor shore point at the other end. It is hoped that dreams will inspire, anticipation will stimulate future awareness, and imagination will create elemental ideas to be shaped into future experiences.

Learning Objectives:

1. *Identify and design various prototypes and templates for integrated technology utilization in a contemporary counseling service.*
2. *Critique the development and utilization of technology based service philosophies with a “yes-and” mentality.*
3. *Discuss professionally-based qualms and concerns experienced when attempting to apply a “yes-and” approach to embracing and utilizing technology.*

Monday, 10/18/2010, 8:30 AM - 10:00 AM

Presenters:

Dr Jeri Rockett, Ph.D., Psychologist, University of St. Thomas, 7501 - 10000

Alan Goodwin, Director & Training Director, Psychologist, California Lutheran University, 2501 - 5000

Silvestro Menzano, Director, Psychologist, Marymount University, 7501 - 10000

Kathy Morris, Director, Psychologist, University of Minnesota, Duluth, 10001 - 15000

Jes Sellers, Director, Psychologist, Case Western Reserve University, 10001 - 15000

Presentation Information:

Session Length: 1.5 CE

Session Type: Panel

Level: Introductory

Cautions: none

Topic: Advocacy / Big Picture Issues

From EMR to OMG!: Ethical issues in using technology in college counseling

In the last several years, the use of communication technology has exploded. The same college counseling center directors who were debating using email a few years ago, are now wondering about the ethical use of electronic medical records and methods of communication that utilize internet based tools such as websites, blogs, Skype, FaceBook, Linked In, Twitter, etc. In a recent study on social networking sites, (Taylor, McMinn, Bufford, & Chang, 2010) the authors stated "Historically, APA has not issued guidelines in technological areas of rapid change. Thus, graduate training and continuing education should address the ethics of SNWs." They also noted that many established psychologists do not use communication technology and suggest they may lack the experience to provide guidance. Yet our students are eager to communicate using these technologies and our administration often questions our reticence. The presenters recognize many college counseling centers are using these technologies in a variety of ways, despite the lack of formal ethical guidelines. We plan to provide a forum to discuss the current use of these various technologies, examine the ethical issues in their use and assess the state of "standard practice recommendations" regarding their use.

Learning Objective 1: Participants will be able to explain the relevant ethical issues in using communication technology in college counseling centers.

Learning Objective 2: Participants will be able to critique their institutional communication technology guidelines based on relevant ethical issues and current accepted practice.

Learning Objective 3: Participants will design a counseling center communication technology policy, informed by ethical considerations and current technology perspectives, through interactive discussions with the panel members and other directors.

Monday, 10/18/2010, 8:30 AM - 10:00 AM

Presenters:

Dr Bruce Meyer, Ph.D., Psychologist, SUNY Oswego, 7501 - 10000

Lori Osterhoudt, Director, M.S., COUNSELING, SUNY College of Technology at Delhi, 2501 - 5000

Darlene Schmitt, Assistant Director, Counseling Center, MEd, CASCLicensed Mental Health Counselor, The College at Brockport, SUNY, 7501 - 10000

Lisa Davis, Director of Student Counseling Services, Licensed Mental Health Counselor, Utica College, 1501 - 2500

Presentation Information:

Session Length: 1.5 CE

Session Type: Panel

Level: Introductory

Topic: Advocacy / Big Picture Issues

Politics isn't a four letter word!

Every workplace is governed by formal and informal political structures- and post-secondary institutions are no exception (perhaps even a shining example). Becoming a champion at playing campus politics and building political capital can score points with students, the counseling center staff, other departments, and the university. This panel will discuss techniques to strengthen the counseling center's political position and visibility in the university, and describe how to use existing structures for the benefit of all. The panel will discuss director survival skills, building positive working relationships with supervisors and upper level administrators, and forming political coalitions for the common good. New ways to connect with faculty, staff and administrators, and how to use these connections for the benefit of all, will also be discussed. Come join us and share your ideas as we become "The Party of Know!"

Learning Objective 1: Participants will be able to describe interactions between the director and university administrators to enhance the reputation and effectiveness of both the counseling center and its director.

Learning Objective 2: Participants will be able to identify and utilize techniques to build political capital and increase campus-wide effectiveness of counseling center programs.

Learning Objective 3: Participants will be able to plan a campus-wide strategy for strengthening the position and visibility of the counseling center while working to improve the emotional well-being of the campus.

Monday, 10/18/2010, 8:30 AM - 10:00 AM

Presenters:

Dr Joe Behen, PhD, Psychologist, School of the Art Institute of Chicago, 2501 - 5000

Kip Alishio, Director, Psychologist, Miami University, 15001 - 20000

Daniel Kaplan, Director, Psychologist, Illinois Institute of Technology, 7501 - 10000

Mark McLeod, Director, Psychologist, Emory University, 10001 - 15000

Presentation Information:

Session Length: 1.5 CE

Session Type: Panel

Level: Introductory

Topic: Advocacy / Big Picture Issues

The healthy minds and mental health first aid studies

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 mental illness and 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. Thirteen colleges and universities participated in the HMS 2007 study, fifteen participated in 2009, and twenty-eight in 2010. The Mental Health First Aid (MHFA) gatekeeper study is one of the first multi-campus randomized studies of a community mental health intervention and is funded by the National Institute of Mental Health. MHFA is a gatekeeper training program designed to increase knowledge and skills of non-clinicians. Broad in scope, MHFA training offers extensive coverage of depression, anxiety, non-suicidal self-injury, psychotic disorders, and eating disorders, in addition to suicide risk. The study uses a revised version of the Healthy Minds Study as a primary measure for data collection. Directors from participating institutions will describe and discuss the process of carrying out the Healthy Minds and Mental Health First Aid studies, interesting and relevant findings, and the benefits of participation.

Learning Objective 1: *To learn about the findings and results of the Healthy Minds and Mental Health First Aid Studies*

Learning Objective 2: *To gain a sense of how the Healthy Minds study and Mental Health First Aid 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*

Monday, 10/18/2010, 8:30 AM - 10:00 AM

Presenters:

Dr Garrett Gilmer, PhD, Psychologist, Bowling Green State University, 15001 - 20000

Andrew Miller, Director, Psychologist, Sam Houston State University, 15001 - 20000

Stacey Pearson, Director, Psychologist, University of Central Florida, 35001+

Will Meek, Licensed Psychologist, Psychologist, Washington State University Vancouver, 2501 - 5000

Presentation Information:

Session Length: 1.5 CE

Session Type: Panel

Level: Introductory

Cautions: None

Topic: Specialized Topics and Training

What we've learned so far: Lessons from first and second year directors

This session is intended for new directors and will address common challenges faced by Counseling Center Directors in the first and second year. This session will include a panel of four individuals who have been in the role of director for two years or less. Presenters will discuss their successes and failures related to the following areas: Internal Challenges Personnel issues* Strategic planning * Organizational Development* Negotiating aspects of social identity (gender, age, ethnicity, sexual orientation, etc.) * Managing multiple departments* Policies and procedures* Multiple roles* External Challenges* Managing up* Advocating for resources and budgets* Marketing a counseling center* Representing your center and other politics* Critical incident and crisis management* Making friends with other departments* Saying yes more often than saying no* More multiple roles* Personal Challenges* Developing an identity as a director* Transitioning from peer to boss* Maintaining balance* Seeking support*Attendees of this session will be asked to engage in an activity designed to brainstorm potential solutions for challenges they anticipate in their first year as director. Presentation and activity will be followed by question and answer period.*

Learning Objective 1: *Discuss challenges I am likely to face in my first year as director of a university or college counseling center.*

Learning Objective 2: *Describe strategies employed by other new directors in responding to common challenges faced by first year directors of university and college counseling center directors.*

Learning Objective 3: *Be able to predict the types of challenges that would most likely occur at my institution and for me personally.*

Learning Objective 4: *Develop strategies that can be applied to the challenges I am likely to face as a first year director.*

Monday, 10/18/2010, 8:30 AM - 10:00 AM

Presenters:

Rosalyn Chrenka, Ph.D., Psychologist, Rosalind Franklin University of Medicine and Science, 1501 - 2500

Presentation Information:

Session Length: 1.5 CE

Session Type: Lecture

Level: Intermediate

Cautions: Specialized student population at a smaller university may affect generalizability.

Topic: Specialized Topics and Training

Applying Arnett's Emerging Adult Theory to psychotherapy and consultation with medical students: Discovering solutions, developing selves

Emerging adulthood, the ages 18-30 years, was once conceptualized as the end of adolescent identity formation and the beginning of adult intimacy and love (Erikson, 1950). Recently, these years have been redrawn as a protracted period of self-focus, possibilities, instability, in-between-ness, and identity exploration (Arnett, 2004). In our work with medical students, we have recognized several patterns of presenting concerns which reflect developmental conflicts or needs that are exacerbated by the high-stress/high challenge medical school environment, and not enduring or acute psychopathology. Specifically, students who possess the intellectual capacity to participate in the competitive curriculum have psychological issues and missing developmental pieces that neither the medical school structure, student affairs educational programming, nor the MD mentor/role model relationships address. In response, we practice a strengths-based consultation and therapy approach of "discovering solutions, developing selves". By placing each student-client on a "map" that details internal resources and external challenges affecting the navigation through the five emerging adult states, the therapist and client share a template that guides the therapy toward fostering the students' ability to BALANCE self-focus with interest in others, TOLERATE instability, NEGOTIATE in-between-ness, EXPLORE possibilities and risks, and SOLIDIFY a resilient personal and professional identity.

Learning Objective 1: Participants will be able to explain certain patterns of student-client counseling center presentations in terms of "missing developmental pieces" and of cultural influences related to "a new age of anxiety" on campus.

Learning Objective 2: Participants will be able to map student-client status and progress along developmental lines suggested by Arnett's theory.

Learning Objective 3: Participants will be able to enhance psycho educational wellness offerings by adding a developmental approach to more traditional wellness education materials.

Tuesday, 10/19/2010, 1:30 PM - 3:00 PM

Presenters:

Marita Barkis, Ph.D., Director, University of Missouri-Kansas City, School Size 10,000-15,000

John H. Dunkle, Ph.D., Counseling and Psychological Services (CAPS) Northwestern University, School Size: 17,000

Susan Prieto-Welch, Ph.D., Director, Counseling and Psychological Services, Purdue University, School Size: 39,500-40,000

Kristen Gray, Psy.D., Asst. Dean for Health and Counseling, Director, Hope College, School Size: 2,501 - 5,000

Building Bridges Over Anxious Waters: When the Counseling Center Director is Consultant to the Campus (An Elements of Excellence Program)

Learning Objectives:

1. *Identify a framework for thinking about the unique aspects of the Director's and/or the Counseling Center's responses to complex consultation situations where differing levels of reaction, severity, and resources are in question.*
2. *Define consultative questions and seek opportunities to apply the Director's skills and specialized knowledge as they pertain to the situations presented in campus-wide consultations.*
3. *Understand and articulate the Director's role and expertise in the formulation of campus-wide committees (e.g. Threat Assessment Team, Students of Concern Teams).*

Tuesday, 10/19/2010, 1:30 PM - 3:00 PM

Presenters:

Dr Maggie Gartner, Ph.D., Psychologist, Texas A&M University, 35001+

Presentation Information:

Session Length: 1.5 CE

Session Type: Lecture

Level: Intermediate

Cautions: none

Topic: Application / Hands on

Maintaining our role and scope in a litigious society: Case review committees

Our liability insurers make much of the concept of counseling center staff staying within the "role and scope" of our positions. Because most centers offer time limited therapy, this program will offer a rationale for creating a Case Review Committee within the counseling center to help staff do this, as well as the process that was used to create the committee and its charter. The Case Review Committee document regarding inclusion and exclusion from services will be discussed and shared. Time will be allocated for questions. The Case Review Committee has been successfully implemented at Texas A&M University Student Counseling Service.

Learning Objective 1: *Participants will be able to articulate a rationale for creation of a case review committee.*

Learning Objective 2: *Participants will be able to describe the process of creating a case review committee.*

Learning Objective 3: *Participants will be able to analyze and apply information gained to create their own case review committee.*

Tuesday, 10/19/2010, 1:30 PM - 3:00 PM

Presenters:

Dr Robert Rando, Ph.D., Psychologist, Wright State University, 15001 - 20000

Victor Barr, Director, Psychologist, University of Tennessee Knoxville, 25001 - 30000

Evelyn Winfield, Director/Associate Professor, Psychologist, Western Michigan University, 20001 - 25000

Brian Krylowicz, Director, Psychologist, University of Montana, 10001 - 15000

Presentation Information:

Session Length: 1.5 CE

Session Type: Panel

Level: Introductory

Topic: Advocacy / Big Picture Issues

Four Years of the AUCCCD Survey: Insights and Trends

This presentation will look at some of the data from the 2009 paying particular attention to changes in the information and what new trends are developing. This program will also provide a review of the past four years of the AUCCCD Survey. Trends in the data as well as other insights learned from the analysis of four years of survey will be presented.

Learning Objective 1: *Present results of data analysis of trends found via a four year analysis of the AUCCCD survey*

Learning Objective 2: *Present primary themes found via data analysis of four years of AUCCCD Survey*

Learning Objective 3: *Explain structure of AUCCCD survey*

Learning Objective 4: *Explain changes in survey structure throughout the four year analysis period*

Tuesday, 10/19/2010, 1:30 PM - 3:00 PM

Presenters:

Dr Bruce Meyer, Ph.D., Psychologist, SUNY Oswego, 7501 - 10000

Pamela Duncan, Director of Counseling and Health, PhD, Manhattanville College, 1501 - 2000

Presentation Information:

Session Length: 1.5 CE

Session Type: Lecture

Level: Intermediate

Topic: Specialized Topics and Training

Can't we all just get along? Dealing with difficult Individual personnel issues

Directors often agree that personnel issues are some of the most difficult challenges we face. When all is well in the kingdom of counseling, job satisfaction soars and department productivity flies even higher. Though few of us are trained in administrative supervisory techniques, many of our therapeutic skills do transfer to make us better managers. But what do we do in situations when "love is not enough?" What do we do when good people do bad or bad people do worse? Yes, these are the times when we think of retiring, even when we're only in our mid-thirties. This workshop will address hiring techniques to minimize the possibility of making hiring mistakes. We will also focus on: 1) Identifying less-than-satisfactory individual performance and using positive techniques to successfully redirect behavior before it becomes habit, 2) Using discipline procedures to correct repeated performance problems, 3) protecting the director, the department, and the University during termination procedures when all else fails and, especially, 4) the care and feeding of the counseling center director while all of this occurs. Come and share your suggestions for dealing with some of the difficult individual personal situations presented by audience members.

Learning Objective 1: Participants will discuss hiring techniques to minimize possibilities that hiring mistakes are made

Learning Objective 2: Participants will discuss techniques to successfully modify individual behavior to meet performance expectations

Learning Objective 3: Participants will discuss determinants of when a staff member's performance is beyond coaching or discipline procedures

Learning Objective 4: Participants will create a plan for emotional and practical self-care when initiating and completing termination procedures

Tuesday, 10/19/2010, 1:30 PM - 3:00 PM

Presenters:

Dr Vesna Hampel-Kozar, PhD, Psychologist, Metropolitan State University, 7501 - 10000

Barbara Palombi, Director, Counseling and Career Development Center, Psychologist, Grand Valley State University, 20001 - 25000

Alan Goodwin, Director, Student Counseling Services, Psychologist, California Lutheran University, 2501 - 5000

Will Meek, Director of Counseling Services, Psychologist, Washington State University Vancouver, 2501 - 5000

Nikki Pritchett, Director, University Counseling Center, Psychologist, Florida State University, 35001+

Karen Raforth, Director, Psychologist, University of Colorado at Boulder, 25001 - 30000

Allyson M. Tanouye, Director, Counseling and Student Development Center, Psychologist, University of Hawaii at Manoa, 0

Presentation Information:

Session Length: 1.5 CE

Session Type: Panel

Level: Intermediate

Topic: Application / Hands on

Understaffed centers- "The Begging Bowl": Managing shortages and service delivery

This panel presentation will first focus on issues faced by understaffed centers including: service delivery examples, culture-based challenges, covering multiple campus locations, responding to university needs, strategies to maximize impact, and advocacy and resource development. We expect to "prime the pump" with our panelists, and then focus on audience participation in brainstorming and sharing additional ideas that will add to tools and strategies attendees can take home to their centers.

Learning Objective 1: *Review and describe service delivery dilemmas faced by understaffed centers; provide examples from varied center perspectives including one-person centers*

Learning Objective 2: *Explain and compare strategies employed by directors of understaffed centers to address service demands, and university needs*

Learning Objective 3: *Discuss unique culture-based variables that impact service delivery, help-seeking, and advocacy in understaffed centers*

Learning Objective 4: *Solicit, compare, and discuss audience-generated strategies to address the challenges raised*

Tuesday, 10/19/2010, 1:30 PM - 3:00 PM

Presenters:

Dr Barbara Hardin, PhD, Psychologist, St. Mary's University, San Antonio, 2501 - 5000

Connie Horton, Ph.D., Director, Psychologist, Pepperdine, 2501 - 5000

Valary Irvin, Director, Psychologist, Southern University Baton Rouge, 7501 - 10000

Brian Krylowicz, Director, Psychologist, University of Montana, 10001 - 15000

Carla McCowan, Director, Psychologist, University of Illinois, 30001 - 35000

Presentation Information:

Session Length: 1.5 CE

Session Type: Panel

Level: Intermediate

Cautions: This program is best suited for directors of universities with law schools.

Topic: Specialized Topics and Training

Raising the bar: Outreach and clinical interventions with law students

Working with law students presents some unique challenges. The panel will present outreach ideas; consultation and how to build relationships within the law school hierarchy; crisis intervention, and issues related to diagnoses and the state boards of law examiners. The clinical issues discussed will include utilization of counseling center services; use and misuse of social media by law students; relationship and substance abuse problems. A diverse group of law schools is represented by the panel including 3 public, 2 private, and 2 minority oriented schools. There will be time for discussion and question and answer.

Learning Objective 1: *Panelists will explain unique challenges and stressors facing law students.*

Learning Objective 2: *Panelists will discuss innovative outreach and consultation ideas for reaching law students.*

Learning Objective 3: *This session will explain unique regulations of the American Bar Association and state Bar boards that impact working with law students.*

Learning Objective 4: *This panel will analyze particular difficulties law students face with social media and interpersonal relationships.*

Learning Objective 5: *This panel will demonstrate similarities and differences in various types of law programs.*

Tuesday, 10/19/2010, 3:30 PM - 5:00 PM

Presenters:

Dr Rose Signorello, Ph.D., Psychologist, University of St. Thomas, 2501 - 5000

Elsa Arce, Director, Counseling Services, Psychologist, Chatham University, 2501 - 5000

Mary Chandler Bolin, Director, Counseling and Testing Center, Other, University of Kentucky, 25001 - 30000

Terence Hannigan, Director, Counseling, Psychological & Disability Services, Psychologist, ABPP, Stevens Institute of Technology, 5001 - 7500

Presentation Information:

Session Length: 1.5 CE

Session Type: Panel

Level: Intermediate

Cautions: None

Topic: Diversity Issues

First-generation college students: How counseling centers can build support and mentorship

University and college counseling centers are designed to address student developmental, transitional and mental health concerns as well as promote student academic success. Counseling centers can be key supports that promote any student's well being and retention, but may be especially important for first-generation college students who face various challenges as they adjust to the culture of college and academic performance standards. This new world can often collide with their family experience. Research indicates that first-generation students face multiple challenges and acculturation issues in contrast to students from families who have achieved higher education for at least one generation or more. Additionally, acculturation concerns may be magnified if the first-generation college student or his/her parents originated in another country. First-generation college students often experience living in two divergent worlds without a bridge or road map to navigate the landscape. What can we do to better understand the vulnerabilities and strengths that are typically a part of the first-generation student's experience? This workshop is designed to improve our understanding and interventions with first-generation students to facilitate their integration into the world of college and life beyond, while helping them maintain connection with their families of origin and multicultural heritage.

Learning Objective 1: *To describe the unique set of experiences first-generation college students face as they transition through their college years*

Learning Objective 2: *To discuss the multidimensional aspects which influence acculturation into college and address the challenges of first-generation college students and the counseling process*

Learning Objective 3: *To discuss the critical issues first-generation college students experience especially regarding family of origin connections*

Learning Objective 4: *To analyze counseling center work with specific student cases and approaches to support first-generation college student self-efficacy and success*

Tuesday, 10/19/2010, 3:30 PM - 5:00 PM

Presenters:

Dr Douglas Johnson, Ph.D., Psychologist, University of Maine, 10001 - 15000

William Burns, Director, Psychologist, North Dakota State University, 10001 - 15000

Presentation Information:

Session Length: 1.5 CE

Session Type: Lecture

Level: Introductory

Topic: Application / Hands on

Using anonymous web based screening to reach students at risk for suicide

The rate of suicide on college campuses has consistently been reported as approximately 1 suicide per 10,000 students per year. The Counseling Center Directors survey consistently reports that fewer than 20% of students who die by suicide have received campus based clinical services. To reach students at risk of suicide and who are not receiving services, The University of Maine and North Dakota State University implemented the Interactive Screening Program (ISP) developed by the American Foundation for Suicide Prevention. The ISP is an anonymous web based interactive method of outreach to students with depression and other mental health problems that put them at risk for suicide. ISP connects students who complete a questionnaire to a clinician who provides personalized online support for getting help. The questionnaire incorporates the PHQ-9 and other items related to stress. Clinicians provide customized messages to students about the results of the questionnaire, and dialogue with students to encourage them to come in the Counseling Center for a face-to-face meeting. This workshop will provide a detailed overview of the program, implementation procedures, and the results obtained at two mid size Universities. The discussion will also include information on IRB approval, liability, and the pertinent legal issues.

Learning Objective 1: Briefly describe data on college student suicide.

Learning Objective 2: Describe and demonstrate the anonymous web based Interactive Screening Program (ISP) developed by the American Foundation for Suicide Prevention

Learning Objective 3: Discuss the results of the implementation of ISP at two mid size universities

Learning Objective 4: Discuss issues pertaining to IRB approval, legal and liability issues, and other concerns about the program

Tuesday, 10/19/2010, 3:30 PM - 5:00 PM

Presenters:

Dr Dennis Heitzmann, PhD, Psychologist, Penn State University, 35001+

Presentation Information:

Session Length: 1.5 CE

Session Type: Q and A

Level: Introductory

Topic: Specialized Topics and Training

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 colleague directors with significant experience have been assembled to provide a focused one-on-one opportunity to share their knowledge and experience with any other director choosing to take advantage of the opportunity. Individual participants will register to meet during this program slot with one of the senior directors through a sign-up board at the conference registration area

Learning Objective 1: *To provide a consultation opportunity for directors*

Learning Objective 2: *To assess current critical counseling center issues germane to the consultee director's center*

Learning Objective 3: *To advance the management skills of counseling center directors*

Tuesday, 10/19/2010, 3:30 PM - 5:00 PM

Presenters:

Dr Rosemary Simmons, Ph.D., Psychologist, Southern Illinois University, Carbondale, 20001 - 25000

Presentation Information:

Session Length: 1.5 CE

Session Type: Lecture

Level: Introductory

Cautions: None

Topic: Specialized Topics and Training

Dialectical behavioral therapy: EBP, tool for crisis counseling and for skill building for university gatekeepers

The increasing distress experienced by college students has been well documented. Though many reasons have been suggested for this increase in severity, one thing is certain providers at university counseling centers need the skills to effectively manage and treat these students. DBT is an evidence based practice that can be used with success and efficiency in university counseling centers. This includes students with chronic suicidal ideation, self-injurious behaviors, substance abuse, eating disorders, and related Axis II diagnoses. Through the use of skills-based psycho-education in conjunction with a supportive, validating environment; clients are able to change longstanding patterns of maladaptive behavior. Workshop participants will learn the basics regarding a frame for working with these clients and how this program can be provided given constraints on clinical services. DBT skills modules will also be discussed as effective tools for the provision of crisis counseling and skill building for university gatekeepers (i.e., resident assistants, staff, and faculty).

Learning Objective 1: *Participants will be able to describe prior standard treatment in the field for clients with impulse control disorders & explain the paradigm shift engendered by the development of Dialectical Behavior Therapy.*

Learning Objective 2: *Presenter will demonstrate how to develop and maintain the therapeutic alliance and explain what is an effective therapeutic stance within DBT.*

Learning Objective 3: *Presenter will describe how to use DBT in a university counseling center--inclusive of both crisis counseling and long-term treatment modalities.*

Learning Objective 4: *Participants will be able to apply the DBT modules to community intervention and skill building for university gatekeepers.*

Tuesday, 10/19/2010, 3:30 PM - 5:00 PM

Presenters:

Dr. Tammy Bringaze, Ph.D., LMHC Licensed Mental Health Counselor, Westfield State College, 2501 - 5000

Presentation Information:

Session Length: 1.5 CE

Session Type: Lecture

Level: Intermediate

Topic: Advocacy / Big Picture Issues

Peace through strength: A community-centered model for the prevention of campus violence

Acts of violence on U.S. campuses have impacted parents, faculty, staff, and students. Since shooting tragedies such as Virginia Tech, Northern Illinois University, and the University of Alabama, colleges and universities have focused a substantial amount of their energy and resources on safety and security including threat assessment. Although security and safety are of great importance, it seems college and university campuses have taken a myopic view of prevention, somewhat parallel to the US cold war era doctrine, Peace Through Strength, which focused heavily upon military might as a means to peace. Perhaps it would be of greater utility to explore Strength Through Peace both in international and campus relations. Counseling center directors can be instrumental in changing the mentality to Strength Through Peace on our campuses. This workshop will assist counseling center directors in developing a community-centered prevention model which promotes mental health while also acting as a deterrent to campus violence.

Learning Objective 1: *Participants will be able to explain the correlation between the cold war era doctrine of peace through strength and the current model of campus violence prevention.*

Learning Objective 2: *Participants will be able to list the current best practices in the prevention of campus violence.*

Learning Objective 3: *Participants will be able to explain the relationship between community and the reduction of campus violence.*

Learning Objective 4: *Participants will be able to design a community-centered prevention to campus violence.*

Tuesday, 10/19/2010, 3:30 PM - 5:00 PM

Presenters:

Dr. Tom Seals, Ph.D., Marriage and Family Therapist, University of Illinois at Urbana-Champaign, 35001+

Bob Gallagher, Ph.D., Emeritus Director, Psychologist, University of Pittsburg, 30001 – 35000

Doug Lamb, Ph.D., Emeritus Director, Psychologist, Illinois State University, 20001 – 25000

Judy Mack, Ph.D., Emeritus Director, Marriage and Family Therapist, University of California at Davis, 30001 – 35000

Jaguie Resnick, Ph.D., Emeritus Director, Psychologist, University of Florida, 35001+

Presentation Information:

Session Length: 1.5 CE

Session Type: Roundtable Discussion

Level: Advanced

Topic: Application / Hands on

Well, What Do You Expect? A FishBowl Conversation About Retiring among Five Emeritus Directors

A minimally directed "fishbowl" conversation among five Emeritus Directors about the process, issues, experience, and dynamics of retiring as a Counseling Center Director. This conversation would broadly be divided into two halves. The first half would focus on the anticipation of retirement-- the issues, the questions, the hopes and fears, the anxieties, the plans, the absence of plans, etc; the second half would be about the experience of retirement-- the realities, the surprises, the delights, the challenges, etc. The Program will include a discussion of decision-making and skills which might facilitate a successful retirement. It will be a free flowing conversation with participants, not in the fishbowl, who will be free to ask questions or comment as we go and certainly after each half.

Learning Objective 1: *To explore the process of deciding to retire as a Counseling Center Director and the dynamics and issues (emotional, economic, logistical) associated with retiring.*

Learning Objective 2: *To identify the adjustments, both anticipated and surprising, which accompany retiring and the skills/ personal resiliencies which make for a "successful" retirement.*

Learning Objective 3: *To examine the questions of whether or not to remain professionally active and how, including decisions to remain a contributing part of AUCCCD.*

Learning Objective 4: *To experience the interaction among five Emeritus Directors who have been retired for three years or more about these concerns associated with retirement and to participate in a conversation with them.*

Wednesday, 10/20/2010, 8:30 AM - 10:00 AM

Presenters:

Elizabeth Gong-Guy, Ph.D., Director, UCLA Counseling and Psychological Services, School Size: 35,000+

Jonathan Perry, Ph.D., University of Arkansas, School Size: 15,001 – 20,000

“To Dx or Not to Dx”: Difficult Dialogue on the (Un)Natural Evolution of Counseling Center Philosophy and Practice (an Elements of Excellence Program)

Counseling centers that resist the use of diagnostic labels and the associated potential medicalization of services enjoy a strong tradition of campus engagement with developmentally focused services supporting students’ emotional, intellectual and spiritual growth. Can traditional developmental models of counseling center practice adequately address the increasing numbers of students with significant mental health concerns, when some centers report 25% of student clients previously treated with psychotropic medications? This interactive Difficult Dialogue session invites participants to examine counseling center resource limitations and necessary trade-offs, counseling and clinical service delivery models, and decisions regarding which clients we serve and which we can afford to refer.

Learning Objectives:

- 1. Participants will identify the strengths and vulnerabilities of the traditional developmental models of counseling centers.*
- 2. Participants will explore the advantages and disadvantages of incorporating more clinical approaches into counseling center services.*
- 3. Participants will interactively explore the potential benefits and costs of adapting their campus’s counseling center model to a different set of campus needs.*

Wednesday, 10/20/2010, 8:30 AM - 10:00 AM

Presenters:

Dr Michael Winters, PhD, Psychologist, Rice University, 5001 - 7500

Abigail Lipson, Director, Bureau of Study Counsel, Psychologist, Harvard, 1501 - 2500

Lee Keyes, Executive Director, Psychologist, University of Alabama, 25001 - 30000

Christopher Flynn, Director, Cook Counseling Center, Psychologist, Virginia Tech, 25001 - 30000

Jeri Carter, Director, Student Health & Wellness, Psychologist, University of Washington Tacoma, 2501 - 5000

Martha Christiansen, Director/Counseling and Consultation, Psychologist, Arizona State University, -1500

Presentation Information:

Session Length: 1.5 CE

Session Type: Panel

Level: Introductory

Topic: Advocacy / Big Picture Issues

What's your mission - Developmental or clinical?

Can a counseling center provide comprehensive mental health/crisis services and still be developmentally oriented? Can a counseling center provide truly developmentally oriented counseling services and still helpfully address the mental health and crisis needs of the community? In what ways are these missions complimentary; and in what ways incompatible? Come join a discussion about how we balance the developmental and clinical in our own centers/institutions. A panel of directors from a diverse set of institutions will discuss how they balance and honor both developmental and clinical concerns. There will be ample time for large group discussion.

Learning Objective 1: *Describe the challenges of maintaining a developmental counseling focus while facing serious clinical demands*

Learning Objective 2: *Discuss strategies to implement that allow a developmental focus to flourish*

Learning Objective 3: *Compare methods different schools have used to balance clinical and developmental demands*

Wednesday, 10/20/2010, 8:30 AM - 10:00 AM

Presenters:

Vincent Kiefner, Ph.D., Psychologist, Pratt Institute, 2501 - 5000

Presentation Information:

Session Length: 1.5 CE

Session Type: Lecture

Level: Introductory

Topic: Application / Hands on

Involuntary administrative and medical withdrawals: How to negotiate common pitfalls

One of the most demanding responsibilities that counseling center directors face is coordinating student involuntary administrative and medical withdrawals. Often, a student withdrawal is precipitated by some type of crisis or emergency. In the midst of the emergency, you may already be considering that a withdrawal from your institution is in the student's best interest; unfortunately, students, parents, and even administrators may not always agree with your recommendation. This program will provide step-by-step guidelines on how to avoid common pitfalls of this important process. Protocols, policies, and paperwork from two institutions in the Northeast will be shared and reviewed so that you can develop or strengthen your institution's response to these scenarios. Case vignettes will be presented.

Learning Objective 1: *Participants will be able to construct withdrawal policies and procedures more confidently using the frameworks presented in this program.*

Learning Objective 2: *Participants will walk away with tangible examples of paperwork that help facilitate and support the withdrawal process.*

Learning Objective 3: *Participants will be able to compare their existing policies with those at other institutions during case vignette discussions.*

Wednesday, 10/20/2010, 8:30 AM - 10:00 AM

Presenters:

Dr Gail Pakalns Naruo, Ph.D., Psychologist, California State University, Fullerton (30001 – 35000)

Rosa Ament, Director, Psychologist, Pace University, Westchester (2501 – 5000)

Cheryl Nowell Ph.D. Director, Florida International University (35,000+)

Edward Hattauer, Ph.D. Director, St. John's University (20,001 – 25,000)

Presentation Information:

Session Length: 1.5 CE

Session Type: Panel

Level: Advanced

Topic: Application / Hands on

Wandering towards retirement? Keep your eyes open, assess your emotional needs, and move forward

AUCCCD provides wonderful support for new and developing Directors of university or college counseling centers as they transition and settle into their new management and leadership role. Support for late career stage Directors could be equally helpful. Whereas financial planners may provide adequate assistance with the financial planning for retirement, the critical dimensions of the mental and emotional issues associated with retirement are often not fully explored. This panel will address those dimensions.

Learning Objective 1: *Describe some of the mental and emotional issues associated with retirement.*

Learning Objective 2: *Debunk the myths about aging and retirement.*

Learning Objective 3: *Assess whether what you feel is burnout or work place stress.*

Learning Objective 4: *Create an emotional action plan: retirement or other options!*

Wednesday, 10/20/2010, 8:30 AM - 10:00 AM

Presenters:

Dr Philip Henry, Ph.D., LMFT, Shippensburg University, 7501 - 10000

Barbara Palombi, Director, Psychologist, Grand Valley State University, 20001 - 25000

Curt Hill, Director, Psychologist, Southern Utah University, 5001 - 7500

Presentation Information:

Session Length: 1.5 CE

Session Type: Lecture

Level: Introductory

Topic: Advocacy / Big Picture Issues

Counseling centers and women's centers: Collaborations for student success

Counseling Centers and Women's Centers emerged to serve different functions and to achieve different goals within the university community. Counseling Centers initially focused on developmental transitions and career and academic success. Women's Centers initially were intended to advance the cause of Women's Rights. This conference session will examine the co-evolutionary trends of these vital university structures in the areas of student success and retention; responses to serious mental health and behavioral issues (e.g., eating disorders, sexual trauma and the manifestations of conflicted gender identity development); the social justice issues that may inhibit strong counseling center advocacy and the examination of models to enhance stronger collaboration and in-depth service delivery.

Learning Objective 1: Attendees will discuss the common student success and retention issues faced by Counseling Centers and Women's Centers.

Learning Objective 2: Attendees will discuss the factors which impact Counseling Center and Women's Centers collaboration.

Learning Objective 3: Attendees will discuss models for collaboration and in-depth service delivery.

Wednesday, 10/20/2010, 8:30 AM - 10:00 AM

Presenters:

Dr Patti J. Fleck, Ph.D., Psychologist, Missouri University of Science and Technology, 5001 - 7500

Susan R. Stock, Director, Psychologist, Roosevelt University, 7501 - 10000

David Wallace, Director, Psychologist, University of Missouri, 30001 - 35000

Presentation Information:

Session Length: 1.5 CE

Session Type: RT Discussion

Level: Intermediate

Topic: Specialized Topics and Training

Bridging the span between clinical and administrative supervision or when to put on your boss hat!

What's a nice therapist like you doing in an administrative role like this? As practitioners, our supervision classes probably focused on clinical issues such as supporting novice counselors and meeting the therapeutic needs of their clients. Few of us have had any formal training in how to handle the challenging personnel situations we often face as part of our administrative responsibilities. Directors of all experience levels are welcome to participate in this highly interactive program, which will identify common staff-related issues and draw from developmental and multicultural perspectives to frame and address employee situations. Presenters and participants will explore constructive approaches that build on current skills and will generate strategies, concepts, and resources for managing the demands of administrative supervision. Relevant information will be presented and participants will engage in active discussion in small groups of fellow attendees. Directors will also be invited to take greater advantage of the strong AUCCCD support network related to administrative matters.

Learning Objective 1: Participants will be able to describe staff-related challenges facing counseling center directors.

Learning Objective 2: Participants will be able to summarize developmental and multicultural factors that affect both staff and directors and contribute to personnel issues.

Learning Objective 3: Participants will discuss strategies to address personnel-related administrative situations.

Learning Objective 4: Participants will develop professional connections with other directors, specifically around administrative issues, from whom they can draw future support and advice.

Wednesday, 10/20/2010, 10:30 AM - 12:00 PM

Presenters:

Elizabeth Gong-Guy, Ph.D., Director, UCLA Counseling and Psychological Services, School Size: 35,000+
Jonathan Perry, Ph.D., University of Arkansas, School Size: 15,001 – 20,000

Sustainability & the Hybrid Counseling Center (an Elements of Excellence Program)

Counseling centers are increasingly asked to respond to complex campus demands, but our ability to stretch existing resources to cover the full range of student needs from developmental concerns to acute psychopathology is unsustainable. This session provides a ground-level view of hybrid service delivery models designed to efficiently and effectively address campus mental health promotion, deliver targeted prevention programming for vulnerable student subpopulations, broadly disseminate campus training for early identification and referral to services, provide crisis intervention, and deliver a sustainable range of treatment options to meet 90% of students' clinical needs. The session will explore principles of sustainable program design, vertically and horizontally integrated service delivery models, and counseling and administrative staffing considerations.

Learning Objectives:

1. Participants will examine "hybrid" counseling and mental health center models.
2. Participants will analyze the range of services potentially included in hybrid models.
3. Participants will explore the potential benefits and costs for their campuses of adopting hybrid models of counseling and clinical service provision.

Wednesday, 10/20/2010, 10:30 AM - 12:00 PM

Presenters:

Dr Marcus Hotaling, PhD, Psychologist, Union College, 1501 - 2500

Cory Wallack, Director of Counseling Center, Psychologist, Syracuse University, 10001 - 15000

Michael Winters, Dean for Student Health Programs, Psychologist, Rice, 5001 - 7500

Suzanne Slattery, Director of Counseling Center, Psychologist, Berklee College of Music, 2501 - 5000

Presentation Information:

Session Length: 1.5 CE

Session Type: Panel

Level: Introductory

Topic: Advocacy / Big Picture Issues

Addressing the mental health concerns of students studying abroad

With an increasing number of students studying abroad each year combined with the increasing prevalence of mental health issues in our students, schools are beginning to face the challenge of how to address the mental health needs and crises that are occurring when students are away from their home institution. Many schools rely on organizations such as SOS to provide care for when students are away, however, there are a variety of approaches that schools are taking to address this issue. This panel discussion will four unique approaches to addressing the mental health needs of the students that are going abroad, before, during, and after their study abroad experiences. The presentation will also address what outlets are being provided for faculty who are traveling with students overseas. Lastly, each presenter will address what is done in crisis situations to address suicidal ideation and mental health emergencies when a student is overseas, including working with the consulates and sending a clinician overseas to address the problem.

Learning Objective 1: *Discuss the increasing trends of mental health crises and issues in the study abroad student population*

Learning Objective 2: *Demonstrate how a variety of schools (all different sizes and academic focuses) are addressing the issue at their institutions*

Learning Objective 3: *Create an set of action plans for schools to use and select from in their efforts to address student mental health in the study abroad population*

Learning Objective 4: *Assess what colleges can be doing as a whole reduce the risk of mental health crises overseas before students leave, as well as what can be done once students are overseas to address the issue.*

Wednesday, 10/20/2010, 10:30 AM - 12:00 PM

Presenters:

Dr. Greg Snodgrass, Ph.D., Psychologist, Texas State University, 30001 - 35000

John Bishop, Director/Assoc. VP (Retired), Psychologist, University of Delaware, 15001 - 20000

Martha Christiansen, Assoc. VP/ Director, Psychologist, Arizona State University, 35001+

Yolanda Bogan Ph.D. Psychologist, Director, Counseling Services, Florida A&M University, 10000-15,000

Greg Eells, PhD, Psychologist, Cornell University, 20001 - 25000

Presentation Information:

Session Length: 1.5 CE

Session Type: Panel

Level: Advanced

Topic: Advocacy / Big Picture Issues

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.

Wednesday, 10/20/2010, 10:30 AM - 12:00 PM

Presenters:

Dr. Marc Celentana, PhD, Psychologist, The College of New Jersey, 5001 - 7500

Presentation Information:

Session Length: 1.5 CE

Session Type: Lecture

Level: Intermediate

Topic: Specialized Topics and Training

Leveraging Titanium Software for optimal operational efficiency and performance management in college counseling centers

Titanium Software (Ti), the most commonly used counseling center management software package, is lauded as an invaluable tool for electronic medical record capture as well as for purpose of gathering, sharing, and reporting on the real time trends in college student mental health (through the Center for the Study of Collegiate Mental Health (CSCMH)). An underappreciated and underutilized use of Ti is as an operational efficiency and performance management tool. This training will introduce participants to configurable features of Ti to both evaluate service delivery and assist with coaching and performance recommendations for professional staff.

Learning Objective 1: *Demonstrate how Titanium Software (Ti) can be utilized as part of a counseling center's overall strategy to increase efficiency and staff performance.*

Learning Objective 2: *Be able to design meaningful and useful appointment codes to reflect goals and objectives of a counseling center.*

Learning Objective 3: *Apply existing Titanium Software (Ti) configurable features to establish and thereby manage counseling center performance metrics.*

Learning Objective 4: *Describe the relationship between use of Titanium Software (Ti) and professional staff performance expectations to increase engagement and work satisfaction.*

Learning Objective 5: *Generate utilization reports that inform practice.*

Wednesday, 10/20/2010, 10:30 AM - 12:00 PM

Presenters:

Dr. Dan Jones, PhD, Psychologist, Appalachian State University, 10001 - 15000

Presentation Information:

Session Length: 1.5 CE

Session Type: Lecture

Level: Intermediate

Topic: Specialized Topics and Training

Counseling services helping faculty and staff respond to distressed and distressing students

University and College Mental Health and Counseling Services have long provided consultation and training for faculty and staff. Since the tragic events at Virginia Tech and Northern Illinois the consultation requests are often communicated with a greater sense of urgency. Mental Health consultations that used to take ten minutes now often take twenty minutes. It is important for faculty and staff to know what psychological services have to offer. Instructors who work with student journals or creative writing are more sensitive to violent or suicidal themes than in the past. Consultations and training on responding to such expressions is called for. This presentation will help counselors consult with and train faculty and staff in identifying, referring, and coping with troubled and troubling students

Learning Objective 1: *Participants will be able explain to faculty and staff how to refer(or convince)students to come to the counseling service.*

Learning Objective 2: *Participants will be able to discuss methods of dealing with difficult, disruptive, disturbed, disturbing or manipulative students.*

Learning Objective 3: *Participants will be able to help faculty and staff identify, approach, and assess troubled students.*

Wednesday, 10/20/2010, 10:30 AM - 12:00 PM

Presenters:

Dr Scott Strader, PhD, Psychologist, Director, Counseling Services, Eckerd College, 1501 - 2500

Andrew Miller, PhD, Director, Counseling Center & Services for Students with Disabilities, Psychologist, Sam Houston State University, 15001 - 20000

Vivian Barnette, PhD, HSP-P, Director, Counseling Services, Psychologist, North Carolina Agricultural and Technical State University, 10001 - 15000

Nancy Schulte, LCSW, Counseling Services Director, Social Work, Shenandoah University, 2501 - 5000

Presentation Information:

Session Length: 1.5 CE

Session Type: Panel

Level: Introductory

Topic: Application / Hands on

Preparing and leading your student life division through regional (re)accreditation

Counseling Center directors are often called upon to fulfill roles in the wider Division of Student Life as part of their administrative responsibilities. Increasingly, because of particular expertise and background in program evaluation, directors are being tapped to lead their division through the institution's (re)accreditation by a regional body (e.g., SACS, MSCHE, NEASC, etc). This panel of presenters, representing private and public institutions ranging from 1,500 to over 15,000 students, will share experiences in leading their division's assessment process toward (re)accreditation. Panel members will discuss the process of obtaining divisional "buy-in" on the assessment process, developing student learning objectives for a variety of Student Life programs, and communicating and implementing regional accrediting organization's mandates for assessment. Panel members will also discuss the role of serving on their institutions' accreditation team as a representative of Student Life, and lessons learned in building credibility with academic colleagues and helping them understand the importance of out-of-classroom experiences. The value of providing input from the Division of Student Life to the wider campus community's quality enhancement efforts will also be discussed.

Learning Objective 1: Participants will describe how counseling center directors lead their Student Life Division in the institution's (re)accreditation process.

Learning Objective 2: Participants will discuss the challenges involved in obtaining "buy-in" from colleagues in assessing program outcomes and developing program improvement plans.

Learning Objective 3: Participants will apply lessons learned from panel members to their own department's and/or institution's quality enhancement and improvement efforts.