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Current 5-22-2018

**Saturday, 10/13/2018 | 8:30 AM - 4:00 PM**

**Surviving and Thriving as a New Director: An Introductory Leadership Institute**

**CE Hours: 6**

**Fee: \$75.00**

This full-day Introductory Leadership 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 your style and values as a leader, understanding the multiple roles of a director, a roundtable discussion of administrative issues (budget, personnel, stakeholders, and open questions), and a senior director panel. The overall goal of the Introductory Leadership Institute is to provide an opportunity for directors in the early stage of their career to develop their understanding of the skills involved in leading and managing a College/University Counseling Center.

**Presenter(s):** **Rose Signorello, PhD**, Psychologist, University of St. Thomas, Houston (2,501 – 5,000); **Jeff Ng, Psy.D.**, Psychologist, Fordham University (15,001 – 20,000); **Ernesto Escoto, Ph.D.**, Psychologist, University of Florida (45,000+); **Dianna Abel, PhD.**, Psychologist, Weber State University (25,001 – 30,000)

**Instructional Level:** Introductory

**Learning Objectives:**

- Discuss different leadership styles to better recognize personal leadership values and preferences.
- Analyze personal and professional dilemmas and complexities associated with leading a counseling center.
- Identify and clarify multiple roles which may be required to engage in as a director.
- Discuss with more seasoned directors and fellow new directors administrative content areas that are typically challenging for new directors (e.g. budget, personnel, interacting with stakeholders).
- Develop perspective on the skills and challenges inherent to long-term success and satisfaction in the director role.

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Current 5-22-2018

**Saturday, 10/13/2018 | 8:30 AM - 4:00 PM**

**Group Therapy: Learning how to Develop and Utilize it as a Means to Shift a Learning Environment Towards Greater Intimacy and Inclusion**

**CE Hours: 6**

**Fee: \$75.00**

Group therapy is a powerful "change" modality for college/university students struggling with alienation or insecurity in their "worlds". Recently, educators have expressed concerns about relational disconnect arising from lack of face-to-face and increasing reliance on technology based interactions. Though prior research has suggested process-oriented group therapy is often equally or more efficacious at times than individual counseling (Burlingame, Fuhriman, & Mosier, 2003), especially when addressing relational issues, some counseling centers struggle to develop and foster an internally (within center) and externally (campus wide) utilized group therapy culture. In failing to provide group, centers may neglect to help students in areas of intimacy, diversity and inclusion when in fact they could be leaders in this effort on campus. Specific obstacles embedded in the failure to create and utilize group to assist students in intimate and inclusive relational encounters may be due to limited opportunities for counseling center directors to experience the benefits of group. This session aims to rectify some of those limitations by teaching and providing participants the opportunity to experience and perhaps further develop group passion and expertise - - thus helping their campuses better fulfill universal missions to foster intimate, accepting and inclusive communities of diverse individuals.

**Presenter(s): Ian Birky, Ph.D.,** Psychologist, Lehigh University (5,001 - 7,500); **Nicole Ruzek, Ph.D.,** Psychologist, University of Virginia (20,001 - 25,000)

**Theme:** Developing strategies for a more broadly supportive campus culture/community.

**Topics:**

- Counseling/Clinical Work
- Inclusive Excellence

**Instructional Level:** Intermediate

**Learning Objectives:**

- Participants will increase their knowledge of philosophical considerations for establishing and maintaining a group therapy program at a counseling center.
- Participants will be able to identify strategies for developing and maintaining a group therapy program within a counseling center.
- Participants will learn to conceptualize and practice group therapy as a means to help foster an intimate and inclusive living learning community.

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Current 5-22-2018

**Saturday, 10/13/2018 | 8:30 AM - 4:00 PM**

**Challenge Islamophobia: Effectively Engage With the Spiritual/ Religious Identities of Students who Identify as Muslim, in Your Clinical Practice**

**CE Hours: 6**

**Fee: \$75.00**

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

**Presenter(s): Aliya Ismail, M.Ed, Licensed Mental Health Counselor, University of Miami (15,001 - 20,000)**

**Theme:** Demonstrating inclusion of diverse student populations, especially underrepresented, underserved and/or marginalized populations on your campus.

**Topics:**

- Counseling/Clinical Work
- Inclusive Excellence
- Social Justice

**Instructional Level:** Introductory

**Learning Objectives:**

- Identify the history, basic tenets and terminology of Islam.
- Describe the intersections and contexts of faith, race, ethnicity and culture in how they shape identity.
- Describe how these above contexts shape the conceptualization of distress and healing in students who identify as Muslim.
- Recognize the psychosocial stressors unique to college students who identify as Muslim.
- Identify culturally responsive strategies of integrating Muslim religious and spiritual identities into clinical practice and outreach

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Current 5-22-2018

**Saturday, 10/13/2018 | 8:30 AM - 11:00 AM**

**Understanding Campus Climate for Transgender and Nonbinary Students via Inclusive Language, Innovative Visibility, and Institutional Best Practices**

**CE Hours: 3**

**Fee: \$40.00**

Beemyn, Curtis, Davis, & Tubbs (2005) found that research solely about the experiences of transgender students is sparse, but the research that exists demonstrates transgender students face higher rates of harassment, discrimination and marginalization than their cisgender peers. In fact, Rankin, et al. (2010) reported that nearly one half of the transgender students on college campuses report concerns about their safety. Nearly two-thirds of transgender students report hiding their identity to avoid any altercations on campus. While these numbers are significant, Rankin, et al. (2010) reported that these numbers increase for students who have multiple identities. In other words, if the student identifies as transgender and a person of color, the student has an even higher likelihood of facing a hostile campus climate. The purpose of this session is to understand the dynamics of gender socialization, implications of impact on college campuses, and an understanding of how transgender and nonbinary students experience the campus climate. For the purpose of this session, the use of the term "experience" specifically relates to transgender students' personal narrative regarding their day-to-day life and interactions on campus.

**Presenter(s): Jon Humiston, Ed.D., Other, Central Michigan University (25,001 - 30,000)**

**Theme:** Demonstrating inclusion of diverse student populations, especially underrepresented, underserved and/or marginalized populations on your campus.

**Topics:**

- Counseling/Clinical Work
- Inclusive Excellence
- Leadership/Management
- Social Justice
- Social Justice

**Instructional Level:** Introductory

**Learning Objectives:**

- Recognize the needs of transgender and nonbinary students in higher education
- Understand possibilities for enhancing the campus climate for transgender and nonbinary students
- Develop successful approaches for integrating inclusive language, raising visibility for marginalized students, and incorporate institutionalized best practices for supporting and including transgender and nonbinary students

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*Current 5-22-2018*

**Saturday, 10/13/2018 | 8:30 AM - 11:30 AM**

## **We can't Hire our Way out of This! Harnessing Technology to Increase Counseling Center Access and Mental Health among Students**

**CE Hours: 3**

**Fee: \$40.00**

As demand for college counseling center services continues to rise, counseling directors have begun to look for innovative solutions to help meet the need. A variety of technology-enabled solutions have emerged to fill this role, but it can be challenging to differentiate between different products and identify which tools are most appropriate. Creating feasible and effective implementation plans and securing staff buy-in can be further hurdles to overcome. In this workshop, we'll discuss some of the ways that technology can help counseling centers better meet the needs of their students by providing effective self-management tools and more efficiently allocating existing counseling center resources. We will discuss stepped care, "flipped therapy," and how to reduce barriers to treatment while providing timely responses to students. Counseling center directors who have implemented these solutions will discuss how they have managed this process and will share their best practices. Workshop participants will identify their counseling center's top priorities and key needs in order to better determine which technology-enabled solution(s) may be the best fit for their group. Analysis of their clinic's throughput and bottlenecks will also allow for identification of areas of inefficiency and potential solutions.

**Presenter(s): Christine Moberg, PhD, Psychologist, Pacifica Labs Inc.; Dale Beermann, MS**

**Theme:** Developing strategies for a more broadly supportive campus culture/community. We will also discuss new models and approaches to counseling and how these can increase access to mental health support.

### **Topics:**

- Counseling/Clinical Work

**Instructional Level:** Intermediate

### **Learning Objectives:**

- Participants will be able to describe available technology-enabled solutions for college counseling centers and their strengths and weaknesses.
- Participants will identify their clinic's needs and priorities for technology-enabled solutions in order to improve clinic efficiency.
- Participants will brainstorm and draft an initial plan for integration of technology tools into their counseling center.

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*Current 5-22-2018*

**Saturday, 10/13/2018 | 8:30 AM - 11:30 AM**

### **Strategies in Assessing Risk for Violence in University Students**

**CE Hours: 3**

**Fee: \$40.00**

This workshop describes a process for mandated assessment of student risk for violence conducted within the context of a university counseling center. The workshop distinguishes between individual student "risk assessment" (the topic of the workshop) versus "threat assessment" procedures in universities. The workshop details a step-by-step strategy for assessing student risk for violence. The strategy reviewed emphasizes the many parallels between assessing "risk to others" and "risk to self," and integrates the use of clinical interviews, psychological testing, and collateral information in arriving at an assessment. The potential risks and benefits in conducting such assessments are carefully reviewed. This interactive and introductory workshop is meant for directors who are new to the topic.

**Presenter(s): Steve Sprinkle, PhD, Psychologist, University of San Diego (Emeritus Member)**

**Theme:** Other

**Topics:**

- Counseling/Clinical Work

**Instructional Level:** Introductory

**Learning Objectives:**

- Distinguish between individual student "risk assessment" versus "threat assessment."
- Describe the steps of a strategy for assessing risk for violence in university students.
- Analyze and gauge the risks and benefits of engaging in assessments for risk of violence.

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**Saturday, 10/13/2018 | 8:30 AM - 11:30 AM**

**Catching Your Breath After the Fire Hose: Early Career Director Strategies for Maintaining a Center Where Students Receive Great Care and Staff Want to Work**

**CE Hours: 3**

**Fee: \$40.00**

The first months of being a new director is often described as "drinking from a fire hose." But what happens when you come up for air? Over the last three years the presenters have assessed and presented on the common issues of "Sophomore and Beyond" directors. Over the last year the preconference format allowed us to facilitate a deeper-dive on some of the most salient issues and considerations for newer directors: Budget (decision-making, utilizing data to advocate); Leadership (enhancing team cohesion, managing difficult dynamics, being a self-aware director); Developing a center philosophy (scope of practice, (re)developing policies and procedures); Clinical service (managing caseloads, utilizing assessment); and Partnerships (finding counseling center champions, finding a mentor, and developing healthy campus and community relationships). The session will be highly interactive with participants having opportunities to share their own experiences and engage in consultation with other directors utilizing both large and small-group formats. To help shape and prioritize content, participants will have the opportunity to complete a needs assessment in the month prior to the conference. Participants are highly encouraged to have previously attended the New Directors Institute.

**Presenter(s): James Raper**, PhD, Counselor, Wake Forest University (7,500 - 10,000); **Josette Cline**, PhD, Psychologist, University of Arkansas (25,001 - 30,000); **Tracy Stenger**, PhD, Counselor, SUNY-Fredonia (2,501 - 5,000)

**Theme:** Managing staff: Cultivating personal accountability, courageous self-care, and inclusivity.

**Topics:**

- Leadership/Management

**Instructional Level:** Intermediate

**Learning Objectives:**

- Participants will be able to identify strategies for managing common leadership challenges within counseling centers.
- Participants will gain knowledge regarding the utilization of counseling center data to inform service delivery and help manage individual staff caseloads.
- Participants will be able to identify effective staff recruitment strategies that emphasize diversity and address bias.

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Current 5-22-2018

**Saturday, 10/13/2018 | 8:30 AM - 11:30 AM**

**Promoting Help-Seeking and Connectedness: Innovative Programming for Campus Suicide Prevention Efforts**

**CE Hours: 3**

**Fee: \$40.00**

An estimated 15% of students suffer from mental health conditions that put them at risk for suicide. Each year, 10% of students report that they've seriously considered suicide. Those who need help the most are often the least likely to seek available mental health services.

AFSP offers several resources for college campuses to promote help-seeking, connectedness, and resilience by offering support for underrepresented, underserved and marginalized students. *It's Real: College Students and Mental Health* is a documentary film that features the stories of six college students. This 18-minute film's aim is to present a recognizable picture of mental health conditions as they are commonly experienced and how students can seek help for these conditions. The film can be used to educate college students, faculty and staff, and is disseminated for free by local AFSP chapters.

The Interactive Screening Program is an online tool utilized by campus counseling centers to offer students an anonymous way to take a brief stress and depression questionnaire, and connect with a campus counselor to receive personalized recommendations and support. Funding opportunities for program fees are available through AFSP. Both programs support student mental health by promoting the importance and acceptability of seeking help, and can be implemented on college campuses as part of a comprehensive mental health promotion and suicide prevention strategy.

**Presenter(s):** Laura Hoffman, American Foundation for Suicide Prevention

**Theme:** Demonstrating inclusion of diverse student populations, especially underrepresented, underserved and/or marginalized populations on your campus.

**Topics:**

- Outreach/Programming/Prevention

**Instructional Level:** Introductory

**Learning Objectives:**

- Describe the prevalence of mental health conditions and suicide risk among college students and demonstrate the need for a comprehensive suicide prevention and mental health promotion strategy on campus.
- Demonstrate the importance of normalizing and encouraging student help-seeking through the use of AFSP's new documentary film, *It's Real: College Students and Mental Health*.
- Understand how ISP can be utilized for outreach to diverse student populations who may have heightened barriers to help-seeking such as international students, first-generation college students, and minority students, and others.

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*Current 5-22-2018*

**Saturday, 10/13/2018 | 1:00 PM - 4:00 PM**

**Making College Counseling an Employer of Choice: How to Recruit/Retain Staff and Make Your Center a Great Place to Work**

**CE Hours: 3**

**\*This session does not qualify for NBCC clock hours.**

**Fee: \$40.00**

Directors are increasingly concerned about recruiting and retaining counseling center staff as reflected on the AUCCCD listserv. Our work environment is challenging due to high student demand, the unique service expectations of higher education institutions and salaries that may be lower than some comparable geographic norms. These systemic factors along with potential work- life imbalance and/ or burn out may impact the desirability of working in a college or university counseling center. The participants in this interactive workshop will explore their leadership and organizational values along with ways to enhance staff job satisfaction in order to develop effective recruitment and retention strategies.

**Presenter(s):** **Juanita K. Martin**, PhD, Psychologist, University of Akron (20,001 – 25,000); **Monroe Rayburn**, Ph.D., Psychologist, The Catholic University of America (5,001 – 7,500); **Brian Quigley**, Ph.D., Psychologist, Keene State College (2,501 – 5,000); **Eric Johnson**, Psy.D., Psychologist, Colby College (1,501 – 2,500)

**Instructional Level:** All levels

**Learning Objectives:**

- Participants will be able to identify common challenges encountered in both the recruitment and the retention of quality staff.
- Participants will be able to develop strategies for effectively recruiting and retaining quality staff.
- Participants will be able to identify organizational values, ideals, and expectations that can increase our effectiveness as directors at making college counseling centers an employer of choice

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Current 5-22-2018

**Saturday, 10/13/2018 | 1:00 PM - 4:00 PM**

**Understanding and Working with Asian American and Asian International Students: Considerations for Clinical Service Delivery and Program Creation**

**CE Hours: 3**

**Fee: \$40.00**

Asians are one of the fastest growing minority groups in the United States. And represent a large percentage of international students at American universities. However, the model minority myth has purported an image of Asians as immune to the struggles and stresses of other immigrant groups. Research suggests that Asian individuals actually experience higher levels of mental health issues, and that Asian and Asian American college students experience greater feelings of anxiety, depression, loneliness, and adjustment problems as compared with their peers. Knowledge about this growing minority population is important to providing appropriate mental health services. Asian International Students specifically have been shown to significantly underutilize college counseling center resources. This presentation will discuss mental health disparities by Asian International Students, highlight the cultural values and beliefs that can lead to the underutilization of mental health resources. Additionally, it will assist college counseling center clinicians to provide greater culturally sensitive care and support administrators at institutions of higher education create programs that can address the needs of Asian International students more directly.

**Presenter(s): Andrew Lee, Psy.D., Psychologist, Monmouth University (5,001 - 7,500); April Yu, LCSW, Social Work**

**Theme:** Demonstrating inclusion of diverse student populations, especially underrepresented, underserved and/or marginalized populations on your campus.

**Topics:**

- Counseling/Clinical Work
- Inclusive Excellence
- Outreach/Programming/Prevention

**Instructional Level:** Intermediate

**Learning Objectives:**

- As a result of this preconference, participants will be able to recognize the unique stressors of Asian populations, especially Asian International Students.
- As a result of this preconference, participants will be able to discuss the factors necessary to consider when working clinically with Asian students in a culturally sensitive manner.
- As a result of this preconference, participants will be able to describe a multicultural, multiservice, and integrative model of service organization and delivery that may increase utilization services for Asian International Students.

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*Current 5-22-2018*

**Saturday, 10/13/2018 | 1:00 PM - 4:00 PM**

**Advocacy, Advancement, and Assurance: Practical Tools for Improving Quality and Educating Stakeholders in University Counseling Centers**

**CE Hours: 3**

**Fee: \$40.00**

This pre-conference will provide comprehensive and practical methods to advance student service and advocate for mental health counseling centers in higher education. Current trends across a multiple-disciplinary set of organizations such as the Association for the Assessment of Learning in Higher Education (AALHE), Student Affairs Assessment Leaders (SAAL), and Institute of Healthcare Improvement (IHI) will be reviewed, along with a clear rationale to begin or develop an inclusive approach to counseling center assessment. Regardless of skill or comfort level with data and/or assessment cycle methodology, this session will provide participants assessable tools, guidance, and language to become highly effective mental health service advocates for all students on campus.

**Presenter(s):** **David Reetz**, Ph.D., Psychologist, Rochester Institute of Technology (15,001 - 20,000); **Jennifer Maltby**, Masters in Public Administration, Rochester Institute of Technology (15,001 - 20,000)

**Theme:** Educating campus stakeholders using data that demonstrate our ability to meet the needs of the campus community (campus expectations; help-seeking versus urgency).

**Topics:**

- Leadership/Management
- Effective assessment and quality improvement

**Instructional Level:** Intermediate

**Learning Objectives:**

- Participants will gain an understanding of current trends in higher education that may require further skill development in collegiate mental health assessment and advocacy
- Participants will gain a critical understanding of the similarities and differences between higher education and healthcare quality improvement initiatives
- Participants will gain practical tools to examine comprehensive mental health services and how to leverage findings to become effective advocates for all students

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*Current 5-22-2018*

**Saturday, 10/13/2018 | 1:00 PM - 4:00 PM**

**Case Studies in Assessing Risk for Violence in University Students**

**CE Hours: 3**

**Fee: \$40.00**

This workshop illustrates a strategy for assessing student risk for violence by reviewing actual case studies of students presenting with minimal, unclear, and significant risk for violence at a university counseling center. The case studies illustrate some of the benefits and risks of engaging in assessments of risk for violence. This interactive and intermediate workshop is meant for directors who already have some familiarity with the topic.

**Presenter(s): Steve Sprinkle, PhD, Psychologist, University of San Diego (Emeritus Member)**

**Theme:** Other

**Topics:**

- Counseling/Clinical Work

**Instructional Level:** Intermediate

**Learning Objectives:**

- Analyze case studies as a means of learning to apply the steps involved in assessing risk for violence in university students.
- Analyze and gauge the risks and benefits of engaging in assessments for risk of violence.

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Current 5-22-2018

**Saturday, 10/13/2018 | 1:00 PM - 4:00 PM**

**Mindfulness Leadership: Cultivating Wise Leaders**

**CE Hours: 3**

**\*This session does not qualify for NBCC clock hours.**

**Fee: \$40.00**

How can leaders become present and create harmony with their organizations and staff, in today's fast pace, complex, and changing environment? Practitioners and researchers have found that mediation practices have positive impact on one's concentration, focus, clarity, and resilience. Mindfulness training develops effective leaders to be present and fully aware of images, forms, and thoughts without being caught up with bias perceptions when interacting with others in the environment. Mindfulness leadership is a path of engaging one's virtues and wisdom with a group of people from diverse and multicultural backgrounds to further goals for the betterment of a community. In order for a leader to participate effectively and constructively in an organization, one must cultivate self-awareness. This self-awareness allows a leader to reduce cultural biases and unconscious assumptions. In this workshop, participants will have the opportunity to understand and apply the Buddhist's educational principles in mindfulness leadership: meditation as a way to cultivate wisdom and self-awareness; understand the basic principles of mindfulness team work; and leadership roles.

**Presenter(s): Tow Yau, PhD, Psychologist, St. John's University (15,001 - 20,000)**

**Theme:** Other Leadership

**Topics:**

- Leadership/Management

**Instructional Level:** Introductory

**Learning Objectives:**

- Participants will be able to understand the Buddhist mindfulness training is not a religion but a scientific method to train the mind to be present; and have focus, clarity, and compassion.
- Participants will understand the Buddhist's educational principles of mindfulness leadership, and how to apply these principles in their personal and professional life.
- Participants will learn various meditation exercises as a practice to cultivate leadership presence.

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