70th Annual AUCCCD Conference | Breakout Session Programming
October 20 - 23, 2019
Register Now!

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Sunday, October 20 | 1:30 PM – 3:00 PM

- **Breakout 1**: In God We Trust? – Religious Identity and Inclusivity on our Campuses *(An Elements of Excellence Program)* | Introductory
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Monday, October 21 | 8:30 AM – 10:00 AM

- **Breakout 9:** "Tough Conversations" in Leadership and Clinical Supervision: Yes, you signed up for this! | Intermediate
- **Breakout 10:** Consultants Roundtable | Advanced
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Tuesday, October 22 | 10:30 AM – 12:00 PM

- **Breakout 17:** Managing challenging staff issues: Caring for all the fruit in the bowl, even the bad apples *(An Elements of Excellence Program)* | Introductory
- **Breakout 18:** Managing Counseling Center Challenges from a Systems Perspective | Intermediate
- **Breakout 19:** Accreditation in Collegiate Mental Health: Real Life, Real Stories, IACS Leading Standard Benefits | Advanced
- **Breakout 20:** Experience and Implementation of Same Day Access and Concise Counseling Sessions | Intermediate
- **Breakout 21:** Introducing the Clinical Load Index - an Evidence-Based Framework to Inform Staffing Levels in Counseling Centers | Advanced
- **Breakout 22:** Meeting the Diverse Needs of Our Students: Integrating, Promoting, and Sustaining Single Session Therapy | Introductory
- **Breakout 23:** Shame, Relational Loneliness, Anxiety and Group Therapy: A discussion | Intermediate
- **Breakout 24:** Walking the Walk: Doing Anti-Oppression Work in a College Counseling Center | Intermediate

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AUCCCD
Association for University and College Counseling Center Directors

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Tuesday, October 22 | 1:30 PM – 3:00 PM

- **Breakout 25:** Between a Rock and a Hard Place: Having Difficult Conversations *(An Elements of Excellence Program)* | Introductory
- **Breakout 26:** Ethical Practice of Stepped Care 2.0: Engaging Stakeholders on Care Options, Expectations and Responsibilities | Introductory
- **Breakout 27:** Ethical, Legal, and Cultural Dilemmas: Differences and Commonalities in increasingly Global Communities- Perspectives from IACS International Committee | Intermediate
- **Breakout 28:** Highlights from the 2017-2018 AUCCCD Directors' Survey | Introductory
- **Breakout 29:** Managing Psychosis and Mania on Campus | Introductory
- **Breakout 30:** Starting from Scratch: Snafus and Successes | Introductory
- **Breakout 31:** The retirement transition: The lead up, the let go, and the next phase (Emeritus Session) | Intermediate
- **Breakout 32:** Zen and the Art of Counseling Center Maintenance - Revisited | Intermediate

Tuesday, October 22 | 3:30 PM – 5:00 PM

- **Breakout 33:** Ethical Codes: A Framework for Guiding Service, Advocacy, and Well-being *(An Elements of Excellence Program)* | All Levels
- **Breakout 34:** Building an Autism Spectrum Support Program | Introductory
- **Breakout 35:** Campus and Community Alliances That Work: Ideas for helping students connect with ethical care outside the counseling center | Intermediate
- **Breakout 36:** Systems of Care: Individual self-care through team development
- **Breakout 37:** Embedded Counseling Center Positions: A New Venture to Explore | Intermediate
- **Breakout 38:** Leading from Behind: How Directors from Different Social Identities Manage the Challenges of Infusing Social Justice Approaches in their Centers | Intermediate
- **Breakout 39:** Should I stay or should I go? | Introductory
- **Breakout 40:** Wellness through Integration: A Look at the Data of an Integrated Center's Holistic Approach to Wellness and Student Retention | Intermediate

Wednesday, October 23 | 8:30 AM – 10:00 AM

- **Breakout 41:** The Heart of Mentoring *(An Elements of Excellence Program)* | Introductory
- **Breakout 42:** "Why they don't come back": Understanding and challenging barriers to treatment when counseling minority clients | Intermediate
- **Breakout 43:** Higher Ed Case Managers and What Can They Do for Your Students, Your Counseling Center, & Your Campus | Introductory
- **Breakout 44:** IACS Field Visitors' Training | Introductory
- **Breakout 45:** Recovery from Toxic Masculinity | Intermediate
- **Breakout 46:** Strategies to successfully advocate for more staff and fiscal resources | Introductory
- **Breakout 47:** Understanding Service Paradigms, Models, and Structures | Introductory
- **Breakout 48:** When Staff Have Issues: Considerations for Directors | Introductory

Wednesday, October 23 | 10:30 AM – 12:00 PM

- **Breakout 49:** Alt, Ctrl, Don't Delete: Multicultural Competencies in Telemental Health | Introductory
- **Breakout 50:** Are students on your campus hungry? | Introductory
- **Breakout 51:** Collaborating to Build a Behavioral Health Consultant Program: Student Impact and Lessons Learned | Intermediate
- **Breakout 52:** Harnessing Faculty Partnerships to Support a Public Health Approach to Mental Health on Campus | Introductory
- **Breakout 53:** Merging Universities: A View from the Counseling Center | Intermediate
- **Breakout 54:** Outsourced: One Counseling Center's Journey of Hope and Inspiration | Intermediate
- **Breakout 55:** Suicide and Sleep on Campus - Changing Culture | Introductory
- **Breakout 56:** Supervision and Leadership: Are we doing it right? | Intermediate

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Sunday, October 20
1:30 PM - 3:00 PM

Session ID: Breakout 1

In God We Trust? – Religious Identity and Inclusivity on our Campuses *(An Elements of Excellence Program)*

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: In God We Trust is inscribed on American currency, and religious freedom is addressed in the Bill of Rights. Religious freedom, however, does not guarantee harmony among those of different faiths - or no religious faith. Recently, inter and intra-religious tension has led to well-publicized episodes of violence. Because religious faith is a salient element of culture and identity for many students, staff, and faculty at our colleges and universities, institutions of higher education have not been immune to religious tensions. Different groups - particularly religious minorities and persons not espousing any faith tradition - may feel increasingly marginalized on our campuses. Additionally, students, faculty, and staff may feel marginalized based on their multiple intersecting identities, when these identities do not fit within the larger cultures of faith-based campuses or non-faith-based campuses. This program will examine how religious faith or non-belief interacts with other identities and impacts the feeling of belongingness within the campus community. It will suggest ways in which college counseling centers can help clients deal with these struggles.

Presenter(s):
Monroe Rayburn, PhD, Psychologist, The Catholic University of America (5,001 - 7,500); **ValaRay Irvin**, PhD, Psychologist, Southern University and A&M College (5,001 - 7,500); **Steve Smith**, PhD, Psychologist, Brigham Young University (30,001 - 35,000)

Topic(s):
- Inclusive Excellence

Instructional Level: Introductory

Learning Objectives:
- Explore how religious or non-religious identity affects our clients' and our own feelings of belongingness on our campuses.
- Examine issues of privilege and marginalization based on religious identity and its intersection with other identities.
- Consider how well the mental health field in general, and counseling centers in particular, address issues of faith, non-belief, and religious identity in the context of the provision of culturally informed mental health services.

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Sunday, October 20
1:30 PM - 3:00 PM

Session ID: Breakout 2

A multidimensional understanding of effective university and college counseling center organizational structures.

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: In response to members' desire for AUCCCD to articulate its position with regard to recent calls for counseling and health services to become integrated, members of the AUCCCD Governing Board will share key highlights from a 2019 white paper that examines historical antecedents, current research on college and university counseling center organizational structures, and recommendations for best practices where collaboration between counseling and health providers, attention unique campus needs, and mutual respect for multidisciplinary cultural differences in how care is provided will be proposed. Participants will be encourage to share how organizational structure influences the way in which mental health services are delivered on their campuses.

Presenter(s):
Sharon Mitchell, Ph.D., Psychologist, University at Buffalo (25,001 - 30,000); **Greg Eells**, Ph.D., Psychologist, University of Pennsylvania (25,001 - 30,000); **Mary Chandler Bolin**, Ph.D., Psychologist, University of Kentucky (25,001 - 30,000)

Topic(s):
- Leadership/Management

Instructional Level: Introductory

Learning Objectives:
- Explain the difference between integrated and comprehensive college counseling center models
- Cite 3 research studies on college counseling center organizational structures.
- Articulate necessary conditions for quality care regardless of organizational structure.

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Sunday, October 20
1:30 PM - 3:00 PM

Session ID: Breakout 3

Applications of Technology-based Service Innovations in Collegiate Mental Health

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: As college mental health professionals strive to engage an ever-changing diverse population of students and navigate the evolving demands of administrative leadership, we must explore, examine, and employ an equally diverse service strategy. Advances in technology provide college mental health professionals new opportunity to engage and serve a wide-range of students and organize service units. This session will present an engaged and diverse set of technology-based service initiatives, representing institutions of various sizes, status, and regions. Some of the technologies presented will include virtual reality, tele-health, self-directed modules, DIY biofeedback, department communication, and resource identification.

Presenter(s):
David Reetz, Ph.D., Psychologist, Rochester Institute of Technology (15,001 - 20,000); **Monica Ng**, Psy.D., Psychologist, University of Colorado, Boulder (35,001 - 45,000); **Deanna Nobleza**, M.D., Other, Thomas Jefferson University (7,500 - 10,000); **Melissa Bartsch**, Ph.D., Psychologist, Eastern Kentucky University (15,001 - 20,000); , Ph.D.

Topic(s):
- Counseling/Clinical Work
- Outreach/Programming/Prevention

Instructional Level: Intermediate

Learning Objectives:
- Participants will gain an understanding of various technological options to advance mental health service delivery.
- Participants will gain an understanding of how to implement various technology-based initiatives.
- Participants will gain an understanding of how to match technology-base service initiatives with unique characteristics of their institution.

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Sunday, October 20
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Session ID: Breakout 4

Ethical Considerations in Treating Sexual Behavior Problems in College Counseling Centers

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: In keeping with the conference theme -- "a call to care for all" -- the presenters discuss treatment for students whose sexual behavior problems challenge therapists' ability to provide adequate care. The presenters, both with experience treating convicted sex offenders, provide case illustrations and lessons learned from ethical dilemmas they have encountered through their work with diverse populations. While the presenters maintain that sex offender treatment is a specialty, they understand that some generalists work with such clients, and sometimes referral is not a feasible option for whatever reason. As a step toward supporting generalists who find themselves in this position, the presenters provide an overview of treatment approaches and resources available when working with clients who have sexual behavior problems. Special attention will be given to diversity as well as therapeutic factors such as empathy, working alliance, and confidentiality, which look different with this population than with most other clients.

Presenter(s):
G. Keilan Rickard, Ph.D. in Clinical Psychology, Psychologist, Guilford College (1,501 - 2,500); **Del Rey M. Honeycutt**, MS, Counselor, Alfred University (1,501 - 2,500)

Topic(s):
- Counseling/Clinical Work
- Ethics

Instructional Level: Introductory

Learning Objectives:
- Participants will develop a basic understanding of treatment approaches to sexual behavior problems as well as knowledge about resources for obtaining additional information and training.
- Participants will describe some ethical challenges generalists face when working with clients who have sexual behavior problems.
- Participants will be able to identify pertinent risk factors associated with sexually deviant behaviors.

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Sunday, October 20
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Session ID: Breakout 5

Inclusion of ongoing diversity awareness for staff in university counseling centers

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: Creating an inclusive and welcoming college and university counseling center for all students is a value upheld by most directors as an ethical and professional mandate. However, the increasing clinical demands, and limited professional development funds can make on-going in-service and professional development opportunities challenging to maintain. According to the Center for Collegiate Mental Health Survey (2017), "over a five year period, counseling center utilization nationwide increased by an average of 30 percent to 40 percent while student enrollment increased by only five percent." Even as counseling centers receive funding for additional counseling positions, the clinical demands remain high. Students protest about the length of time between counseling sessions. Directors must find the balance between meeting the clinical demand and creating opportunities for in-service training and professional development. This presentation will provide directors with examples of implementation of ongoing diversity awareness for their staff members within their centers. Directors will have opportunities for peer-to-peer consultation to incorporate diversity awareness within their centers.

Presenter(s):
Denise Hayes, Ph.D., Psychologist, Indiana University (45,001+), **Carla McCowan-Alston**, Ph.D., University of Illinois at Urbana-Champaign (45,001+); **Mark Patishnock**, Ph.D., Michigan State University (45,001+)

Topic(s):
- Inclusive Excellence

Instructional Level: Intermediate

Learning Objectives:
- Directors will be provided models of ongoing diversity awareness for counseling center staff in a range of campus settings.
- Directors will be able to identify strategies for overcoming barriers to implementing diversity awareness within their center.

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Sunday, October 20
1:30 PM - 3:00 PM

Session ID: Breakout 6

Involuntary and Voluntary Leaves of Absence: Navigating Controversies, Current Legal Opinions, and Best Practices for Supporting Students Returning From Leaves

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: The topic of whether colleges can mandate that suicidal students take a leave has received a lot of press attention in recent years. In this panel, four Directors will discuss how they have navigated controversy around this issue, detail the legal advice that guides how their schools handle involuntary and voluntary leaves of absence, and describe best practices and strategies for supporting students departing for and returning from leaves.

Presenter(s):
Calvin Chin, PhD, Psychologist, Princeton University (7,500 - 10,000); **Heather Earle**, PhD, Psychologist, Dartmouth College (5,001 - 7,500); **Barbara Lewis**, MD, Psychiatrist, Harvard University (15,001 - 20,000); **Shari Robinson**, PhD, Psychologist, University of New Hampshire (15,001 - 20,000); Ph.D.

Topic(s):
- Counseling/Clinical Work
- Ethics
- Outreach/Programming/Prevention

Instructional Level: Intermediate

Learning Objectives:
- Participants will learn about current legal opinions around how students may be mandated to take a leave of absence.
- Participants will learn about how to navigate controversy related to university policies around leave of absence.
- Participants will learn best practices around supporting students both departing for and returning from leaves of absence.

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Sunday, October 20
1:30 PM - 3:00 PM

Session ID: Breakout 7

Recruiting Culturally Competent Providers When We Look Like (But Don't Pay Like) Community Mental Health

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: University and college counseling services provide outstanding campus-ccentric services that data shows make positive impact on student wellness and retention. The most salient factor to this success is our center staff. Essential to a center's success is recruiting highly qualified, culturally competent providers. Over the past 15 years, our diverse client populations have experienced increasingly complex and severe problems. While provider caseloads often appear similar to those in community mental health, salaries often do not. In this presentation, we discuss staff recruitment strategies and tactics to attain robust applicant pools who are clinically skilled, whose identities represent our students, and who have skills in cultural knowledge and values. We will review historical salary trends, discuss changes over time to counseling center culture, and provide implications for current hiring practices. Finally, we discuss practical recommendations and resources for recruiting a culturally competent staff.

Presenter(s):
Larry Long, PhD, Psychologist, University of Kansas Medical Center (2,501 - 5,000); **Barry Schreier**, PhD, Psychologist, University of Iowa (30,001 - 35,000)

Topic(s):
- Leadership/Management
- Staff Retention/Development

Instructional Level: Introductory

Learning Objectives:
- Participants will identify two or more strategies to increase diversity in applicant pools and recruit culturally competent applicants.

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Sunday, October 20
1:30 PM - 3:00 PM

Session ID: Breakout 8

Triggered on Campus: Co-Creating Community Response to Complex Trauma Reactions and Dissociation

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: College counseling centers assist students experiencing trauma responses as part of our everyday practice, but other campus partners and offices can sometimes undergo their own triggering when faced with students experiencing outbursts, flashbacks, or nervous system collapse. Counseling center directors may be called upon to "eliminate public behaviors of concern" when trauma responses are not well understood. As students bring histories of trauma and dissociative symptoms to campus (Read, et al., 2011), how do we respond as a connected community? This interactive session will be facilitated by two directors who have been called to respond to the clinical and systemic campus needs associated with complex trauma-related symptoms occurring in the classroom and beyond. Our conversation will be guided by neurobiology, trauma informed approaches (SAMHSA, 2014), stigma reduction, community education and collaboration, and shared stewardship for primary and secondary trauma. Focus will be placed on strategies for encouraging buy-in and cultural shift, co-creating action plans, and managing some of the challenges associated with promoting an inclusive and caring campus community.

Presenter(s):
Alison Markson, Psy.D, LICSW, Psychologist, Curry College (1,501 - 2,500); **Erin Vlach**, MA, Counselor, Columbus College of Art & Design (Under 1,500)

Topic(s):
- Counseling/Clinical Work
- Inclusive Excellence
- Leadership/Management
- Social Justice

Instructional Level: Intermediate

Learning Objectives:
- To identify ways in which trauma-informed approaches to student support promote equity and inclusion.
- To learn strategies for educating campus partners about trauma and the nervous system, motivating integration of trauma-informed culture, and developing collaborative response plans.
- To identify campus community key players, roles, barriers, and strengths in co-creating plans or protocols for trauma-response.

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Monday, October 21
8:30 AM - 10:00 AM

Session ID: Breakout 9

"Tough Conversations" in Leadership and Clinical Supervision: Yes, you signed up for this!

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: Doing no harm to clients includes having "tough conversations" with clinical supervisees and employees. When the need for these conversations arises, supervisors face an array of challenges (Williams et al. 2015); primarily, ensuring ethical client care by their supervisees and maintaining professionalism amongst clinical staff. These conversations may include addressing the behavior of staff members towards one another, which adds a layer of complexity and has the potential to impact the overall culture of the center. In order to guide these multifaceted discussions as leaders, we must possess a self-reflective and reasonable level of professional competence, a holistic interpersonal/intrapersonal professional identity (Gibson, Dollerhide, & Moss, 2019) and intermediate knowledge of college/university policies and human resources processes. This "Call to Care for All" session will address, practical experiences and ethical evidence-based practices for how to navigate tough conversations in leadership and supervision. A question and answer period will conclude the session.

Presenter(s):
Ameena Kemavor, Ph.D., Counselor, Columbus State Community College (35,001 - 45,000); **Aesha Uqdah**, Psy.D., Psychologist, University of Louisville (20,001 - 25,000); **Warrenetta Mann**, Psy.D., Psychologist, University of South Carolina (35,001 - 45,000)

Topic(s):
- Counseling/Clinical Work
- Ethics
- Leadership/Management
- Staff Retention/Development

Instructional Level: Intermediate

Learning Objectives:
- Participants will learn practical experiential ways for how to navigate tough conversations with clinical supervisees and other counseling center staff.
- Participants will become familiar with when and how to engage entities outside of the counseling center, e.g., human resources, state licensing boards, etc, to successfully address clinical supervision issues.
- Participants will be able to identify and distinguish ethical dilemmas, behavioral professionalism challenges, employment issues and competency of care issues.

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Monday, October 21
8:30 AM - 10:00 AM

Session ID: Breakout 10

Consultants Roundtable

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: Experienced directors are discovering the benefits and satisfaction of serving as expert consultants to colleague directors and other university administrators in a variety of settings. Capitalizing on the accumulation of knowledge and understanding that follows from in vivo counseling center experience, volunteer accreditation site visits, and organizational leadership roles, a growing number of directors are electing to offer consultation services to counseling and health center directors and staff, chief student affairs officers, and other campus officials. This session will be a first-time effort to provide an informal forum for individuals at all levels of experience to address the opportunities for and challenges of consulting from a counseling center director's perspective. Following a brief introduction, agenda items will be generated by the attendees, with discussion and sharing to follow. Consideration of a recurrent consultants forum at future conferences will be addressed.

Presenter(s):
Dennis Heitzmann, Ph.D., Psychologist, Penn State (Emeritus)

Topic(s):
- Leadership/Management

Instructional Level: Advanced

Learning Objectives:
- Participants will be able to articulate a minimum of three elements required for the formulation of a consulting practice.
- Participants will learn a minimum of three required skills of a consultant.
- Participants will foster a network of colleague consultants.

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Monday, October 21
8:30 AM - 10:00 AM

Session ID: Breakout 11

Devoted or Dangerous? Ethical Intervention with Students at Risk for Ideologically Motivated Violence and Supporting Frightened Staff and Campus Communities

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: This session will dial in to ideologically based violence on college campuses and the Counseling Center's role in assessment, consultation, and management of safety concerns. Counseling Centers are often in the challenging, perplexing, and frightening position of assessing students' potential for violence and advising on action plans for students suspected of violent ideation. Directors are called upon to recommend safe and ethical courses of action and to respond to personal safety concerns among campus staff and faculty interacting with such students - including Counseling Center clinicians. College students' enthusiasm for new ideas can transform into an all-encompassing worldview impacting cognition, emotion, and behavior. This session will explore the psychological trajectory from ideological passion to extremist thinking and violent ideation. Risk and protective factors in personality, behavior, and environment will be reviewed. Through case studies, the session will allow participants to develop strategies for Counseling Center Directors to effectively, ethically, and empathically act to promote student well-being and campus safety. The complex questions regarding confidentiality that arise in this context will be discussed. The session will also focus on Counseling Center Directors' role in managing personal, CC staff, and campus community responses to potentially violent students, including fear for personal safety.

Presenter(s):
Brielle Stark-Adler, Ph.D., Psychologist, Iona College (2,501 - 5,000)

Topic(s):
- Counseling/Clinical Work
- Ethics
- Leadership/Management
- Social Justice
- Staff Retention/Development

Instructional Level: Introductory

Learning Objectives:
- Describe the 3 phases of the psychological trajectory from ideological commitment to violent ideation.
- Identify 3 elements of the Counseling Center's role in assessment and consultation with students at risk of violence toward others.
- Describe 3 strategies for collaboration with campus partners to manage safety concerns of the campus community and Counseling Center Staff.

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Monday, October 21
8:30 AM - 10:00 AM

Session ID: Breakout 12

Global Trends in CCAPS and its Implication for U.S. Counseling Centers (JCSP invited)

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: Globalization has been a growing trend in higher education for a number of years and has significantly shaped colleges and universities. The increase in exchange programs and international students has impacted the services Counseling Centers provide to students. Using the CCAPS as a basis for discussion, this panel will focus on the global trends in mental health of college students. A review of extant literature on this topic will be presented as well as suggestions for future research. Additionally, two specific examples of mental health trends at international college counseling centers will be shared. The aim of the panel will be to apprise directors of some specific global trends in college mental health so their staff may better prepare to help exchange and international students.

Presenter(s):
Richard Shadick, Ph.D., Psychologist, Pace University (7,500 - 10,000); **Benjamin Locke**, Ph.D., Psychologist, Penn State -University Park (35,001 - 45,000); **Mahnaz Mousavi**, Ph.D., Psychologist, Georgetown University Qatar (Under 1,500); **Kenichi Suzuki**, Ph.D., Psychologist, Nagoya University (15,001 - 20,000); Ph.D.

Topic(s):
- Counseling/Clinical Work
- Diversity

Instructional Level: Intermediate

Learning Objectives:
- Attendees will learn how CCAPS are used in international post-secondary educational institutions and identify mental health trends in these institutions.
- Attendees will be able to identify ways in which their counseling center may address the mental health needs of exchange and international students.

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Monday, October 21
8:30 AM - 10:00 AM

Session ID: Breakout 13

Harriett Copher Haynes Award Winner's Program - Details Forthcoming

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: Description to Follow

Presenter(s):

Topic(s):

Instructional Level:

Learning Objectives:

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Monday, October 21
8:30 AM - 10:00 AM

Session ID: Breakout 14

Sexual Media: How our students are connecting beyond social media

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: Mental health professionals have been very open to looking at the psychological impact of social media but not as open to its sexual/dating side. This session will focus on how technology has changed dating, sexual relationships and sexual education/exploration. This presentation will explore a wide variety of sexual media/dating apps with a focus on how sexual media impacts our students and its role in therapy.

Presenter(s):
Brian Krylowicz, Ph.D., Psychologist, Springfield College (2,501 - 5,000); **Michael McClendon**, Psy.D., Psychologist, The University of Tulsa (2,501 - 5,000)

Topic(s):
- Counseling/Clinical Work
- Outreach/Programming/Prevention

Instructional Level: Intermediate

Learning Objectives:
- Become aware of commonly used apps/websites that are focused on sexuality and dating that our students commonly use.
- Learn about problematic sexual issues that have increased with the development and ubiquity of smart phone usage and its access to sexual media.
- Recognize and identify potential benefits of social media and dating apps through a sex positive lens of sexual identity development.
- Develop comfort in exploring and treating our clients that are struggling with sexuality concerns.

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Monday, October 21
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Session ID: Breakout 15

Waiting for the Great Leap Forward: Ideas of Change in University Mental Health Systems

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: College and university counseling centers are typically modeled after primary care clinics, with core practices of advanced scheduling, thorough assessment, continuity of care with the same provider, and clinician expectation of ongoing psychotherapy. This structure has become challenged in the changing student mental health landscape, which has seen a significant increase in demand for counseling on campus, acuity of student concerns, and wait times for treatment. An alternative to primary care systems that has been an innovation in the United States has been urgent care centers, which prioritize same day access, focused assessment, immediate treatment, and as-needed follow up appointments, while treating a wide range of needs. This presentation will propose that university counseling centers should embrace and begin evolving toward the principles and practices of urgent care as their foundational structure to meet the changing needs and interest of students. The presentation provides guidelines for an urgent care inspired model of mental health service on campus that has been developed and implemented at Brown University, and includes a focus on same day access to care, variations in session length, and an immediate treatment orientation. The story of implementing the model and outcomes will also be discussed.

Presenter(s):
Will Meek, PhD, Psychologist, Brown University (7,500 - 10,000)

Topic(s):
- Counseling/Clinical Work
- Ethics
- Leadership/Management
- Staff Retention/Development
- Counseling system evolution

Instructional Level: Intermediate

Learning Objectives:
- List the unique features of an urgent care-inspired model of care.
- Identify alternatives to commonly held counseling center practices related to session length and assessment.

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Monday, October 21
8:30 AM - 10:00 AM

Session ID: Breakout 16

A Call to Care for All: The Importance of Director Self-Care

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: Being a Director is a challenging endeavor which requires the ability to manage difficult personnel issues. Directors recognize the critical importance of having a cohesive staff in order to fulfill their center's mission and frequently devote much time to creating healthy work environments. Despite this, problematic personnel issues may arise that inevitably and negatively impact the entire system. As such, Directors often expend excessive energy supporting staff, facilitating difficult dialogues, and attempting to maintain morale. In the process, they may suppress their own needs and emotions in the service of maintaining daily operations. Without time to process their struggles, otherwise strong and competent professionals may begin to experience self-doubt, lose their "zest" and rethink career longevity. This presentation will highlight the issues that arise from managing challenging personnel issues. Attention will be given to how these issues have a real and direct impact on a Director's emotional and professional well-being. Time will be devoted to exploring strategies for navigating personnel issues while simultaneously engaging in intentional self-care in order to serve as a strong role model as well as protect one's professional longevity. Finally, participants will be encouraged to reflect on how their beliefs about self-care impact their leadership approach.

Presenter(s):
Denise Lucero-Miller, Ph.D., Psychologist, Texas Woman's University (15,001 - 20,000); **Karen Hofmann**, Ph.D., Psychologist, University of Central Florida (35,001 - 45,000)

Topic(s):
- Leadership/Management

Instructional Level: Intermediate

Learning Objectives:
- Participants will be able to identify three strategies for proactively addressing difficult personnel issues.
- Participants will be able to discuss three ways that difficult personnel issues negatively impact staff dynamics.
- Participants will learn at least two specific strategies for implementing self-care to increase emotional and professional well-being.

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Tuesday, October 22
10:30 AM - 12:00 PM

Session ID: Breakout 17

Managing challenging staff issues: Caring for all the fruit in the bowl, even the bad apples *(An Elements of Excellence Program)*

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: Any group of professionals working together, whether a large or small staff, brings with them a unique set of personalities, agendas, intersectionalities, and professional and personal objectives. Building a team around these diverse characteristics can be challenging, especially when employee difficulties arise. Such issues can include concerns about clinical skills, poor productivity, "toxic" attitudes of staff, and inheriting staff when we move into a new role. This presentation will address how successful and healthy teams can be built from these challenges. Ways to manage with important behavioral anchors and expectations, address core team concerns instead of individual employee issues, and celebrate a diverse workforce will be covered. In addition, we will discuss the importance of self-reflecting, examining our own contribution to our teams, and recovering from missteps in order to improve morale and sustain a healthy culture. Participants will identify ways they can hold staff accountable while working to build positivity and maintain a healthy culture.

Presenter(s):
Scott Strader, PhD, Psychologist, University of South Florida (35,001 - 45,000); **Dianna Abel**, PhD, Psychologist, Weber State University (25,001 - 30,000); **Juanita K. Martin**, PhD, Psychologist, University of Akron (20,001 - 25,000)

Topic(s):
- Leadership

Instructional Level: Introductory

Learning Objectives:
- Identify measurable and reasonable behavioral anchors by which they can hold employees accountable for their job performance.
- Process ways to address difficult staff issues as they impact individuals and teams.
- Describe the components of a healthy workplace culture.

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Tuesday, October 21
10:30 AM - 12:00 PM

Session ID: Breakout 18

Managing Counseling Center Challenges from a Systems Perspective

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: How is the counseling center impacted by campus? What influence does administration have on day to day operations? How do you negotiate budgeting, staffing, and service delivery with an awareness of the broader impacts above and below you? How can you bolster and deepen your relationships with campus partners, even when resources are scarce? Campuses large and small face similar challenges with tight budgets, changes in administration, and increasing acuity and demand. It's easy to get stuck in the weeds of day-to-day stressors and feel overwhelmed. Complex issues require a robust approach that acknowledges the mutual influences of people and environments. This workshop will focus on approaching challenges from a systems perspective, drawing on Socio-Ecological, Systems, and Social Work theories. We will share case examples using these perspectives including successes, failures, and works in progress. The bulk of the session will hone in on understanding the contextual influences of current challenges you face, present a tool to help you engage effectively at different levels of intervention (micro, mezzo, macro) to support positive change, and explore how to advocate and build community through relationships across campus. Part of our time will be spent in smaller groups to allow for richer discussion.

Presenter(s):
Andrea Lawson, MSW, Social Work, University of Wisconsin-Madison (35,001 - 45,000); **Sharon Smith**, MSW, Social Work, Aquinas College (Under 1,500); **Katell Guellec**, MSW, Social Work, Merrimack College (2,501 - 5,000)

Topic(s):
- Counseling/Clinical Work
- Leadership/Management

Instructional Level: Intermediate

Learning Objectives:
- Participants will be able to identify theories that can inform their approach to campus partnerships.
- Participants will learn strategies to elevate thinking above and beyond immediate crises to better achieve their goals for the counseling center.
- Participants will learn ways to leverage influence on multiple levels to support change.

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Tuesday, October 22
10:30 AM - 12:00 PM

Session ID: Breakout 19

Accreditation in Collegiate Mental Health: Real Life, Real Stories, IACS Leading Standard Benefits

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: This program presented by members of the International Association of Counseling Services (IACS) leadership team will describe the advantages and process of accreditation for those interested in obtaining accreditation for their university or college counseling centers. For many of us audits and evaluations have become a regular occurrence of our daily functioning. External peer reviews are seen as vital for accountability to demonstrate the high standards and quality of our services. IACS has long been dedicated to growing the visibility of college and university counseling centers through an evolving set of high professional standards, knowing that our success is driven in particular by higher education leadership knowing and engaging in these standards, thus addressing the fundamental value of accreditation.

Presenter(s):
Reina Juarez, Ph.D., Psychologist, University of California, San Diego (35,001 - 45,000); **Anika Fields**, Ph.D., Psychologist, Florida Agricultural Mechanical University (10,001 - 15,000)

Topic(s):
- Leadership/Management
- Accreditation

Instructional Level: Advanced

Learning Objectives:
- Participants will discuss the advantages of having university and college counseling services accredited by IACS.
- Participants will gain the tools to develop and present a strong argument for accreditation.
- Participants will gain an understanding of the IACS accreditation processes\ and criteria.

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Tuesday, October 22
10:30 AM - 12:00 PM

Session ID: Breakout 20

Experience and Implementation of Same Day Access and Concise Counseling Sessions

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: This session is a panel presentation with directors that have recently implemented innovative approaches in offering same day access to treatment, and shorter (25-30 minute) counseling sessions. The discussion will focus on staff buy-in and training, campus messaging, clinical model details, and outcomes. The approaches range from offering same day sessions every day at the counseling center, 25 minute sessions as the default counseling option at the center, and offering multiple full weeks of only same day scheduled counseling sessions. Each of these directors has explored improvements in access to care on their campuses, and these options have had very positive results, and some surprises as well. The panel will have each presenter describing their experience and unique approach, and then spend time in conversation with attendees.

Presenter(s):
Will Meek, PhD, Psychologist, Brown University (7,500 - 10,000); **Craig Burns**, PhD, Psychologist, Boston College (10,001 - 15,000); **Shauna Summers**, PhD, Psychologist, Rhode Island School of Design (1,501 - 2,500); **Robin Hamlisch**, LCSW, Social Work, Cornell University (20,001 - 25,000)

Topic(s):
- Counseling/Clinical Work
- Inclusive Excellence
- Leadership/Management
- Staff Retention/Development
- Clinical models

Instructional Level: Intermediate

Learning Objectives:
- Describe the outcomes of offering same day counseling access.
- Describe the strategies the presenters took in increasing staff buy-in to the changes at their centers.
- Describe the benefits of concise (25-30 minute) counseling sessions.

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Tuesday, October 22
10:30 AM - 12:00 PM

Session ID: Breakout 21

Introducing the Clinical Load Index - an Evidence-Based Framework to Inform Staffing Levels in Counseling Centers

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: Over the last year, a collaborative working group (CCMH, AUCCCD, and IACS) has been working with data from the AUCCCD survey and CCMH to develop a new metric to guide staffing levels in counseling centers. This presentation will introduce the result of that work, a proposed new metric called the "Clinical Load Index" (CLI), that was designed to provide more specific and comparable guidance for staffing levels in counseling centers, which can be used in addition to the IACS recommended ratios. The presenters will address the central question of how many staff members are needed and discuss the role of variables such as utilization rates, staffing types, clinical models, and the scope-of-service goals for the center and institution. The presenters will also discuss data used to develop the metric, review the range of staffing levels in the field, explore the linkages between staffing levels and institutional goals, and review the details of the CLI and the guidance it can offer. Attendees will receive a document summarizing the CLI and learn how to evaluate their own center's staffing.

Presenter(s):
Ben Locke, Ph.D., Psychologist, Penn State (45,001+); **Chris Flynn**, Ph.D., Psychologist, Virginia Tech (25,001 - 30,000); **Peter LeViness**, Ph.D., Psychologist, University of Richmond (2,501 - 5,000)

Topic(s):
- Counseling/Clinical Work
- Leadership/Management

Instructional Level: Advanced

Learning Objectives:
- Participants will examine the range of clinical services provided by institutions surveyed in the AUCCCD survey.
- Participants will be able to describe the goals behind new proposed metrics and how to evaluate their own center in comparison to the new metric.
- Participants will understand the IACS Ratio (history, purpose, and current guidance) and reasons why a new metric could be helpful.

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Tuesday, October 22
10:30 AM - 12:00 PM

Session ID: Breakout 22

Meeting the Diverse Needs of Our Students: Integrating, Promoting, and Sustaining Single Session Therapy

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: Single-Session Therapy (SST) fulfills a distinct need for many of our students. This session will describe how SST was integrated into two different systems using two different approaches to staff training. Discussion will include strategies to help staff overcome barriers, training processes to make the model sustainable over time, and ways to talk with campus partners about the possibilities of SST. Client data, including most common reasons for referrals to SST, overall usage and attendance, and symptom change will be shared, as well as case examples to illustrate the impact for students. Information will be shared about how SST can be successfully used to engage and help students with minoritized identities, those from rural backgrounds, and others who may be hesitant about ongoing therapy.

Presenter(s):
Chris Hogan, Ph.D., Psychologist, Appalachian State University (15,001 - 20,000); **Andrew Miller**, Ph.D., Psychologist, Sam Houston State University (15,001 - 20,000)

Topic(s):
- Counseling/Clinical Work
- Social Justice
- Staff Retention/Development

Instructional Level: Introductory

Learning Objectives:
- Learn strategies for generating buy-in for single session therapy among clinical staff, clients, and campus partners.
- Learn options for training staff in implementing a single session model.
- Understand the implications of single session therapy related to diversity and social justice.

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Tuesday, October 22
10:30 AM - 12:00 PM

Session ID: Breakout 23

Shame, Relational Loneliness, Anxiety and Group Therapy: A discussion

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: Although social media based engagement increases student connectedness, paradoxically, loneliness and social isolation also rise (Ahn & Shin, 2013; Primack, et.al. 2017), with a consequent increase in symptomatic anxiety (Richardson, Roberts, & Elliot, 2016). Research on shame suggests that in a Facebook/Instagram culture of selective image making; press for and expectation of perfection; and cohort collusion in hiding imperfection; anxiety abounds in the psychological environment of suppression/repression and relational avoidance (Brown, 2010). When some aspects of self are hidden because of shame, the "self" is unavailable to others, intimacy is compromised, and anxiety becomes a leading reason to seek counseling. Individual therapy addresses anxiety but it is the contention of the presenters, that the privacy and confidentiality of the individual therapy modality unsuccessfully ameliorates shame because associated narrative is not shared into the relational community of peers. Group therapy provides that opportunity along with in-vivo experience of and opportunity to form intimate relationships and lessen existent isolation and loneliness, with this leading to more effective anxiety management. Attendees will have opportunity to discuss the value and perhaps necessity of group therapy for university students, and explore strategies for effective referral to and use of group therapy in the counseling center.

Presenter(s):
Ian Birky, Ph.D., Psychologist, Lehigh University (5,001 - 7,500); **Dawn LaFrance**, PsyD, Psychologist, Colgate University (2,501 - 5,000)

Topic(s):
- Counseling/Clinical Work

Instructional Level: Intermediate

Learning Objectives:
- Participants will be able to identify factors to consider and assess when engaging in therapy with lonely and socially isolated students seeking treatment.
- Participants will increase their ability to discuss and explain the benefits of group therapy when developing a treatment plan for anxious, socially isolated, and lonely students presenting at the counseling center.

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Tuesday, October 22
10:30 AM - 12:00 PM

Session ID: Breakout 24

Walking the Walk: Doing Anti-Oppression Work in a College Counseling Center

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: This presentation will provide a blueprint for what one counseling center at a predominately white, medium-sized private university has done (so far) to move towards an anti-oppression stance in order to see real change in the workplace. We have been "talking the talk" around social justice and cultural competence for years, but realized nothing was changing (or not fast enough). We made a commitment of both time and money to authentically and vulnerably step into the work for the last 2.5 years, as a counseling team and center. This presentation will discuss current literature, organizational stages of group development and different levels of interventions for trainees, staff, and groups. We will examine some of the pitfalls, mistakes and successes during our on-going journey, and provide a template for how college counseling center directors can shift staff engagement from cultural competence and social justice values towards creating an anti-oppressive workplace.

Presenter(s):
Jacaranda Palmateer, PsyD, Psychologist, University of Denver (10,001 - 15,000)

Topic(s):
- Counseling/Clinical Work
- Inclusive Excellence
- Leadership/Management
- Social Justice
- Staff Retention/Development

Instructional Level: Intermediate

Learning Objectives:
- Participants will be able to articulate the difference between social justice, cultural competence, multiculturalism and anti-oppression as it applies to organizational culture.
- Participants will learn concrete steps to implement changes in their counseling centers to move towards having an anti-oppressive work environment.
- Participants will assess their own center's culture and strengths in order to develop next steps for themselves.

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Tuesday, October 22
1:30 PM - 3:00 PM

Session ID: Breakout 25

Between a Rock and a Hard Place: Having Difficult Conversations *(An Elements of Excellence Program)*

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: As Directors, we may unintentionally avoid difficult, yet necessary, conversations because, simply, they are uncomfortable. Whether these conversations are with our staff, co-workers, loved ones, or supervisors, having them can create anxiety and discomfort. However, avoiding them can contribute to or maintain dysfunction between team members, can decrease performance and productivity, and may perpetuate hurt feelings and isolation. Some experts suggest that being intentional, compassionate and transparent during these conversations is essential for positive outcomes. Brene' Brown, for example, recommends "leaning into the discomfort" and presenting 'self' as vulnerable in order to allow the other person to do the same. When these conversations activate dynamics of privilege, power and humility, communicating with GRIT (generosity, respect, integrity, and truth) can create the emotional space needed for courage and connectivity to occur. This program will examine and offer strategies for navigating difficult conversations as counseling center directors, such as creating interpersonal safety, maintaining equanimity, and simultaneously honoring our own values and perspectives.

Presenter(s):
ValaRay J. Irvin, PhD, Psychologist, Southern University (5,001 - 7,500); **Jeff Ng**, Psy.D., Psychologist, Fordham University (15,001 - 20,000); **Anita Sahgal**, Psy.D., Psychologist, University of Southern Florida (2,501 - 5,000); **Steve Smith**, PhD, Psychologist, Brigham Young University (30,001 - 35,000); , PhD

Topic(s):

Instructional Level: Introductory

Learning Objectives:

- Participants will learn about and examine inter-group dynamics in the context of engaging in difficult conversations. For example, examining points of privilege and oppression.
- Participants will learn principles of leading and communicating with GRIT.
- Participants will be able to explore and clarify their values as it pertains to their leadership role as well as how they engage in difficult conversations.

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Tuesday, October 22
1:30 PM - 3:00 PM

Session ID: Breakout 26

Ethical Practice of Stepped Care 2.0: Engaging Stakeholders on Care Options, Expectations and Responsibilities

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: Stepped Care 2.0 is allowing counseling centers to organize care more intentionally and with greater flexibility. Students have a wider range of options and greater decision-making power in selecting approaches that fit with their level of readiness or motivation. Informed consent for the options includes specifying, at first point of contact, how stepped care works as well as both the expectations and responsibilities assumed by providers and clients. For example: (a) providers ask that clients be willing to embrace a trial and error approach, and in return, providers are available at short notice to adjust treatment when necessary; (b) Clients agree to complete brief symptom, functioning and wellness scales on iPads in the waiting room, if providers share the data in a meaningful and therapeutic manner. Given that Stepped Care 2.0 is a new system of care unfamiliar to many stakeholders, multiple strategies are needed for communicating information about care options, processes, as well as expectations and responsibilities. The session will begin with an overview of Stepped Care 2.0, including values and ethical principles associated with model. Strategies adopted by several campuses for explaining stepped care to clients, colleagues, staff, the public, and funders will be outlined.

Presenter(s):
Peter Cornish, PhD, Psychologist, Memorial University of Newfoundland (15,001 - 20,000); **Gillian Berry**, PhD, Social Work, The George Washington University (25,001 - 30,000); **Thomas Baez**, PhD, Psychologist, Furman University (2,501 - 5,000)

Topic(s):
- Counseling/Clinical Work
- Ethics
- Leadership/Management

Instructional Level: Introductory

Learning Objectives:
- List at least three unique features of Stepped Care 2.0 that set conditions for increased service capacity, more rapid access to tailored interventions, or a healthier campus.
- Identify at least three ethical principles, values or processes central to Stepped Care 2.0 and explain how and why these must be communicated to campus stakeholders.
- Describe how informed consent is obtained for treatment in the context of Stepped Care 2.0.

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Tuesday, October 22
1:30 PM - 3:00 PM

Session ID: Breakout 27

Ethical, Legal, and Cultural Dilemmas: Differences and Commonalities in increasingly Global Communities- Perspectives from IACS International Committee

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: A growing number of American universities that have established branch campuses overseas, as well as some international universities have become members of AUCCCD and started seeking IACS accreditation to improve their quality of care and secure needed resources for their counseling centers. In this panel presentation, four international counseling center directors share their experiences on challenges and opportunities they face in their respective settings. They will discuss laws and regulations that impact their practices and may pose a barrier for their accreditation. They will share their experiences in navigating ethical, cultural and legal dilemmas as they strive to follow best practices. Approaching sensitive topics such as confidentiality of services, issues of identity and sexual orientation, sexual health, sex assault, alcohol and substance abuse, safety/suicidality, and academic retention will be discussed and participants will be encouraged to share their experiences. They will delineate how their services is essential for many students who do not seek or have access to proper mental health care otherwise. Finally, they suggest ways to inform and refine IACS standards in order to become a more inclusive global organization and able to guide other international and the U.S. based post-secondary institutions in navigating similar issues.

Presenter(s):
Mahnaz Mousavi, Ph.D., Psychologist, Georgetown University in Qatar (Under 1,500); **Jennifer Bradtke**, Psy.D., Psychologist, Ross University School of Veterinary Medicine (Under 1,500); **David Ness**, Ph.D., Psychologist, University of Manitoba (30,001 - 35,000); **Kuninori Takahashi**, Ph.D., Psychologist, Tokyo City University (7,500 - 10,000)

Topic(s):
- Counseling/Clinical Work
- Ethics
- Inclusive Excellence
- International Counseling Centers

Instructional Level: Intermediate

Learning Objectives:
- Identify similarities and differences with the U.S. based post-secondary institutions that have large body of diverse and international students.
- Describe how AUCCCD and IACS standards assist international counseling centers to secure resources and improve quality of care.
- Address questions facing post-secondary counseling centers in their eligibility for the IACS accreditation and suggest how IACS standards could be informed and refined by international counseling centers experiences and practices.

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Tuesday, October 22
1:30 PM - 3:00 PM

Session ID: Breakout 28

Highlights from the 2017-2018 AUCCCD Directors' Survey

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: For over thirteen years the Association for University and College Counseling Center Directors has been tracking collegiate mental health policy and practice trends to assist counseling center directors with benchmarking data in key operational areas to guide informed leadership. The survey's flexibility has led to informed collaborations with critical professional allies. 571 counseling center directors completed the 2018 AUCCCD director's survey, providing a wealth of information on utilization, fees for services, staffing, counseling services, and utilization trends. The salary survey was sent separately to obtain information about director and staff demographics and salary information. This workshop will present some of the highlights of the survey, including data about services offered, wait lists, collaborations between Counseling and Health Services, and disparities of director salaries across gender. The workshop will also discuss tips for gathering data for the 2018-2019 survey while also allowing for discussion regarding ways of enhancing the usefulness of the survey for Directors.

Presenter(s):
Kimberly Gorman, Ph.D., Psychologist, 742 (10,001 - 15,000); **Lynn Braun**, MA, Counselor, Defiance College (Under 1,500); **Peter LeViness**, Ph.D., Director, University of Richmond (2,501 – 5,000)

Topic(s):
- Counseling/Clinical Work

Instructional Level: Introductory

Learning Objectives:
- Participants will gain an understanding of the current survey data highlights so that they can articulate this information to their campus constituents.
- Participants will be presented with, and have an opportunity to discuss, the disparities in director salaries across gender in order to inform decision making about salaries on their campus.
- Participants will have the opportunity to discuss potential changes to the survey to enhance the usefulness of the survey to Directors

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Tuesday, October 21
1:30 PM - 3:00 PM

Session ID: Breakout 29

Managing Psychosis and Mania on Campus

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: College campuses are seeing an increase in the number of students presenting with psychiatric illnesses. Further, the legalization of marijuana in many states has led to a surge is substance induced psychosis. Together, campuses are seeing more students who are struggling with symptoms of psychosis or mania. More frequently, counseling center staff are being asked by our schools as to the best way to address students who are struggling and determine the appropriateness for them to remain in an academic setting. What criteria should be used to determine when a student should be sectioned for inpatient evaluation? At what point should we be breaching confidentiality when there is no evidence of threat to self or others, yet clear disorganization? How do we as mental health providers navigate balancing the concerns of the community vs. the civil liberties of the individual? In this session, presenters will share case examples which have highlighted these challenges and facilitate a discussion on developing a framework to approach these challenging presentations.

Presenter(s):
Peter Forkner, , Psychologist, Bentley University (5,001 - 7,500); **Carrie Landa**, Ph.D., Psychologist, Boston University (30,001 - 35,000); **Brenda Hawks**, Ph.D., Psychologist, Emmanuel College (1,501 - 2,500)

Topic(s):
- Counseling/Clinical Work
- Ethics

Instructional Level: Introductory

Learning Objectives:
- Discuss strategies for managing acute psychosis on campus.
- Explore rationale for breaching confidentiality and balancing civil liberties.
- Create a framework to effectively manage a student presenting with psychosis.

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Tuesday, October 22
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Session ID: Breakout 30

Starting from Scratch: Snafus and Successes

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: Becoming a counseling center director is overwhelming enough, but some directors have to start their position from scratch. There are pros and cons of being in this situation, and directors from a variety of institutions will talk about the successes (and missteps) of creating this new role. The process of creating a new counseling center and the role the director must play is very difficult to define because the structure and organization of any counseling center must meet the unique needs of its institution (Mitchell, Danielle & Dunkle, 2019). While it is wise to understand a variety of existing counseling center models, there will be no preexisting model that can be adapted easily to a new situation. Further, creating something as significant and needed as a counseling center will invariably lead to organizational change and disruption for the larger institution (Wiggins, 2008). A new director needs to be ready for this sometimes smooth, but otherwise bumpy ride. From taking over from a hypnotherapist, to creating processes and facilities, there are plenty of stories to be told. We will explore ways that directors can continue to improve in their role and practices, no matter how long they've been in their positions.

Presenter(s):
Colette Dalton, MSW, Social Work, LDS Business College (1,501 - 2,500); **Curt Hill**, Ph.D., Psychologist, Southern Utah University (10,001 - 15,000); **Michelle Hastings**, M.Ed., Ph.D., Psychologist, St. Louis College of Pharmacy (Under 1,500); **Marcus Hotaling**, Ph.D., Psychologist, Union College (1,501 - 2,500)

Topic(s):
- Counseling/Clinical Work
- Leadership/Management
- Outreach/Programming/Prevention

Instructional Level: Introductory

Learning Objectives:
- List obstacles and successes that some directors have faced in creating their role.
- Identify your own strengths and weaknesses in building a program.
- Identify possibilities to improve your center.

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Tuesday, October 22
1:30 PM - 3:00 PM

Session ID: Breakout 31

The retirement transition: The lead up, the let go, and the next phase (Emeritus Session)

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: Retirement from the counseling center directorship is a process that often involves a number of stages, including: the decision about when to retire, preparing for and saying "goodbye," and life after the directorship. A panel of retired counseling center directors will discuss their process in making the retirement transition, including steps taken prior to retirement to best position themselves for counseling-related activities and involvements once retired. Data from a recently conducted survey of AUCCCD Emeritus members will be presented, including post-retirement activities, continued involvement in AUCCCD, and suggestions for those preparing for retirement.

Presenter(s):
Mark Thompson, Ph.D., Psychologist, Colgate University (Emeritus); **Charles Davidshofer**, Ph.D., Psychologist, University of Colorado, Ft. Collins (Emeritus); **Terry Hannigan**, Ph.D., ABPP, Psychologist, Manhattan College (Emeritus); **Barbara Hardin**, Ph.D., St. Mary's University (Emeritus)

Topic(s):
- Emeritus Session

Instructional Level: Intermediate

Learning Objectives:
- Identify the most common post-retirement/professionally-related activities for retired counseling center directors, along with ideas for how to best position oneself for them prior to retirement.
- Learn three suggestions from retired former directors that can increase the chances of a successful retirement transition.

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1:30 PM - 3:00 PM

Session ID: Breakout 32

Zen and the Art of Counseling Center Maintenance - Revisited

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: Twenty years ago, we gave a presentation entitled "Zen and The Art of Counseling Center Maintenance." The title of the presentation derives from the book by Robert Pirsig, a fictionalized tale about a man's motorcycle journey with his son and the philosophical grappling with the balance between Classical (head) and Romantic (heart) approaches to life. Striking the balance between the head and the heart is a common theme for therapists and directors, particularly as we seek to effectively engage with clients, staff, faculty and administrators. Classical approaches emphasize analysis, logic, strategic planning, quantitative data/outcome measurement, structure, judgment, risk management, order and fairness. Romantic approaches emphasize creativity, openness, mindfulness, compassion, inspiration, vulnerability, uncertainty. Much like the characters in the novel we as directors are on a journey with our institutions, ourselves and our staffs in balancing these approaches. We revisit this topic by sharing lessons learned and ways in which we have continued to apply these concepts to our work as directors and even the clinical models we practice. We will utilize experiential activities to assist participants in exploring how they can integrate their head and heart in their work.

Presenter(s):
Gregory Eells, PhD, Psychologist, University of Pennsylvania (25,001 - 30,000); **Gary Petiprin**, PhD, Psychologist, Bellarmine University (2,501 - 5,000)

Topic(s):
- Leadership/Management

Instructional Level: Intermediate

Learning Objectives:
- Explain the different ways in which the Romantic and Classical approaches impact our work as directors.
- Identify how these approaches impact us as directors and the pressure that our staff feel.
- Demonstrate how these approaches translate into clinical models and practices

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Tuesday, October 22
3:30 PM - 5:00 PM

Session ID: Breakout 33

Ethical Codes: A Framework for Guiding Service, Advocacy, and Well-being *(An Elements of Excellence Program)*

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: As directors we want to create a work environment that promotes and sustains health and wellness, while ensuring that service demands and institutional priorities are met. How do we strike this balance when our own strengths and vulnerabilities may sabotage our best intentions?

In this session, we look to our ethical codes for guidance in finding responsible and reasonable ways to balance service to clients, relationships with our peers and staff, and self-care. We know that our clients deserve ethical treatment, but a greater challenge is determining what ethical responsibilities we have to our staff, institutions, and ourselves. What aspect(s) of self-care are our responsibility? How much do we encourage staff to invest in self-care, and what reasonable boundaries do we set with them? It is our ethical responsibility to recognize signs of burnout in ourselves and our staff, and examine how our blind spots might impact our clinical and leadership effectiveness. We look to our professional ethical codes as a framework for finding a balance between care for our clients, governing our relationships with each other (staff, peers, etc.), navigating institutional demands, and self-care.

Presenter(s):
Emilia K. Petrillo, LCSW-C, Licensed Clinical Social Worker, University of Maryland - Baltimore (5,001 - 7,500); **Rose Signorello**, PhD, Psychologist, University of St. Thomas, Houston (2,501 - 5,000); **Scott Strader**, PhD, Psychologist, University of South Florida (35,001 - 45,000)

Topic(s):
- Ethics/Law

Instructional Level: All Levels

Learning Objectives:
- Discuss the ethics of self-care
- Apply ethical guidelines to client service, managing staff relationships, and well-being
- Identify institutional pressures to provide services beyond our competencies and use professional ethical principles to advocate for self and others.

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Tuesday, October 22
3:30 PM - 5:00 PM

Session ID: Breakout 34

Building an Autism Spectrum Support Program

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: This workshop will highlight Ramapo College's ENHANCE program, which is a therapeutic support program that takes a holistic approach and focuses on social, emotional, and organizational growth to assist those students with Autism Spectrum Disorder (ASD) in adapting and flourishing in college and beyond. ENHANCE offers additional services and resources to support our students over and above what is required under current disability law. The program began in spring 2018 and has grown from four students to ten students. With an enrollment goal of seventeen for fall 2019. The program will review the core components of the program, such as weekly individual and group therapy, social events, meeting with peer mentors, and parental consultations. The program will provide information about other offices on campus who collaborate with ENHANCE such as the Office of Specialized Services (disability office) and the Special Education department. Through these components, the ENHANCE program strives to provide students with individually tailored supports to identify their own personal goals to address and enrich academic performance, social interaction with peers, interaction with campus personnel, organization and time management and self-advocacy. Lastly, the program will address how to get institutional buy-in will discuss lessoned learned and pitfalls to avoid.

Presenter(s):
Judith Green, Psy.D., Psychologist, Ramapo College (5,001 - 7,500)

Topic(s):
- Counseling/Clinical Work

Instructional Level: Introductory

Learning Objectives:
- At the end of this workshop, the learner will be able to list the core components of the ENHANCE program.
- At the end of this workshop, the learner will be able to identify key offices on campus to partner with.
- At the end of this workshop, the learner will be able to identify pitfalls in creating an autism spectrum program.

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Tuesday, October 22
3:30 PM - 5:00 PM

Session ID: Breakout 35

Campus and Community Alliances That Work: Ideas for helping students connect with ethical care outside the counseling center.

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: Challenges at Counseling Centers never end and mental health issues are on the rise while our resources are at stake. We, as mental health professionals, are always concern for the present and future wellbeing of our students and try to make magic to help them be successful in their personal and professional lives. This presentation offers some initiatives that three directors have put to the task with community resources while making alliances (NAMI ~mental health, ASFP ~suicide prevention, a rape crisis Intervention service or a 12 step programs like AA and NA, and community mental health crisis centers/psychiatric hospitals. This effort has helped our students to connect with mental health agencies in order to not only reduce the pressures of direct services in our centers but mainly to be coupled for working on behalf of their needed long term aid. Ethical considerations with these partnerships, successes and/or pitfalls will be discussed with attendees..

Presenter(s):
Elsa M Arce, PhD, Psychologist, Chatham University (1,501 - 2,500); **Jes James Sellers**, PhD, Psychologist, Case Western Reserve University (Emeritus); **Julie Richards**, Master Social Work, Social Work, Tiffin University (2,501 - 5,000); **Crystal Leming, MA, LCP, CA**, Master, LPC, CA, Counselor, Washburn University (7,500 - 10,000); , Master, LPC, CA

Topic(s):
- Counseling/Clinical Work
- Ethics
- Outreach/Programming/Prevention

Instructional Level: Intermediate

Learning Objectives:
- The relative benefits and caveats of creating alliances with community non-profit organizations, e.g., effective management of student requests for direct counseling services.
- The role of memoranda of understanding (or forms of agreement) to define the scope and limits of the agreement.

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Tuesday, October 22
3:30 PM - 5:00 PM

Session ID: Breakout 36

Systems of Care: Individual self-care through team development

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: While much is often focused on individual self-care for clinicians and the effects of burnout during the semester, it can be easy to overlook the importance of team development in actively supporting our centers and our students. By sharing two case studies and then engaging in group discussion, this session will focus on identifying opportunities for team development and cultivating a team environment that can thrive during even the heaviest times of demand.

Presenter(s):
Michael McClendon, PsyD, The University of Tulsa (2,501 – 5,000); **Laura Finkelstein**, PhD, Marymount University (2,501 – 5,000)

Topic(s):
- Leadership/Management
- Staff Retention/Development

Instructional Level: Intermediate

Learning Objectives:
- Recognize and articulate the importance of team care and development as pathway towards optimizing your center
- Identify connections between team dynamics and individual self-care, and design potential team based activities/initiatives feasible for each attendee's unique setting

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Tuesday, October 22
3:30 PM - 5:00 PM

Session ID: Breakout 37

Embedded Counseling Center Positions: A New Venture to Explore

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: Counseling center directors are exploring avenues to meet the growing demand for services. A developing trend are positions completely or partly embedded in other areas on campus. These positions are referred to as "embedded," wherein counseling centers partner with other campus units for resources to fund positions. Embedded positions are shaped in various ways depending on campus needs and culture. The counseling center professional is physically housed in the sponsoring unit to provide specialized mental health and outreach services to the unit's population. In other models, there is a professional who is housed in the counseling center and provides specialized programming to the collaborating unit. The presenters will share examples of these types of positions from four campuses. In sharing their examples, the presenters discuss how they finessed the positions on their respective campuses by: 1) laying out steps taken to develop rational for the positions; 2) presenting various structural considerations in setting up and maintaining the positions; 3) discussing the pros and cons of sharing resources with another unit(s); 4) sharing the more rarified systems and agency culture impact of embedded programs. Finally, research will be shared regarding the success, efficacy, and national landscape of embedded programs.

Presenter(s):
Micky Sharma, Psy.D., Psychologist, The Ohio State University (45,001+); **Barry Schreier**, Ph.D., Psychologist, University of Iowa (30,001 - 35,000); **Todd Sevig**, Ph.D., Psychologist, University of Michigan (35,001 - 45,000); **Carla McCowan**, Ph.D., Psychologist, University of Illinois at Urbana-Champaign (45,001+)

Topic(s):
- Counseling/Clinical Work
- Leadership/Management
- Staff Retention/Development

Instructional Level: Intermediate

Learning Objectives:
- As a result of attending this presentation, attendees will be able to describe the attributes of an embedded model.
- As a result of attending this presentation, attendees will be able to denote the pros and cons inherent in an embedded model.
- As a result of attending this presentation, attendees will be able to define the cultural contributions of an embedded model in terms of individual identities and in terms of sharing counseling center culture on campus.

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Tuesday, October 22
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Session ID: Breakout 38

Leading from Behind: How Directors from Different Social Identities Manage the Challenges of Infusing Social Justice Approaches in their Centers

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: This panel will explore the challenges around infusing social justice approaches within a counseling service while at the same time doing the work and holding staff accountable. Directors with different social identities will discuss how they navigate challenges that arise when creating work environments that are equitable, inclusive, and affirming. How do you manage staff members who are at different places in terms of their own identities? What are best practices around facilitating dialogue? How do you navigate situations in which you have to manage staff who are different from you, and how do you set reasonable expectations?

Presenter(s):
Calvin Chin, PhD, Psychologist, Princeton (7,500 - 10,000); **Karen Singleton**, PhD, Psychologist, MIT (10,001 - 15,000); **Danielle Oakley**, PhD, Psychologist, Duke University (15,001 - 20,000); **Reina Juarez**, PhD, Psychologist, UC San Diego (25,001 - 30,000)

Topic(s):
- Counseling/Clinical Work
- Inclusive Excellence
- Leadership/Management
- Social Justice

Instructional Level: Intermediate

Learning Objectives:
- Participants will learn how different social identities can impact upon the process of creating equitable, inclusive, and affirming counseling centers.
- Participants will learn how to manage and develop staff members at different levels of multicultural competence.
- Participants will learn best practices around facilitating dialogues around social justice with a diverse staff.

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Tuesday, October 22
3:30 PM - 5:00 PM

Session ID: Breakout 39

Should I stay or should I go?

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: Three long-time university counseling center directors reflect upon and discuss factors that informed their decisions to remain long-term in one director job, leave for another, or leave the profession altogether. The directors discuss their experiences weighing personal and family concerns, relationships with supervisors and supervisees, the relative efficacy of a well-known versus newly-arrived voice on campus, and changes in institutional philosophy and direction. The presentation includes time for attendees to respond to the presenters and share their own experiences.

Presenter(s):
Steve Sprinkle, PhD, Psychologist, n/a (Emeritus); **Wanda Collins**, PhD, Psychologist, Emory University (15,001 - 20,000); **Monroe Rayburn**, PhD, Psychologist, The Catholic University of America (5,001 - 7,500)

Topic(s):
- Leadership/Management

Instructional Level: Introductory

Learning Objectives:
- Describe factors university counseling center directors weigh in considering whether to remain in or leave their jobs.

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Tuesday, October 22
3:30 PM - 5:00 PM

Session ID: Breakout 40

Wellness through Integration: A Look at the Data of an Integrated Center's Holistic Approach to Wellness and Student Retention

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: In 2016, Jefferson Community College (JCC) was the first of three colleges nationwide to pilot the Community School model for higher education service delivery. The Community School model is a promising practice already used in K-12 schools and is characterized by strong community partnerships and a holistic approach to wellness. By focusing on the whole student, the community school model addresses the conditions of poverty and the barriers students face to successfully stay in school and earn a degree. The Community Schools model integrates community resources and on campus resources to address physical and mental health, poverty, food insecurity, transportation disadvantage, and childcare disadvantage. The goal of the community school is to increase student retention and graduation rates by addressing the non-academic barriers to success. This session will address the challenges of coordinating with community partners, centralizing campus services, recording student use of services, developing evaluation tools, and creating campus buy-in. Data from a recent study will be shared and the outcomes of the community schools model at a community college institution in Upstate New York will be presented. Implications for practice will be discussed.

Presenter(s):
Dr. Katy Troester-Trate, EdD, Social Work, Jefferson Community College (2,501 - 5,000)

Topic(s):
- Counseling/Clinical Work
- Inclusive Excellence
- Leadership/Management
- Outreach/Programming/Prevention

Instructional Level: Intermediate

Learning Objectives:
- Participants will be able to identify and report on the unmet needs of community college students (i.e. mental health services, physical health services, transportation needs, food insecurity, childcare deficits, etc.)
- Participants will be able to identify the data supporting the relationship between use of non-academic services and retention and persistence of community college students
- Participants will be able to identify the services and/or resources that are included in the community schools model (i.e. health services, food pantry, transportation, counseling, etc.)

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Wednesday, October 23
8:30 AM - 10:00 AM

Session ID: Breakout 41

The Heart of Mentoring *(An Elements of Excellence Program)*

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: Most of us deeply value the mentoring relationships that we've experienced over the years, both in the role of mentor and mentee. Sometimes we've consciously steered ourselves into these relationships, other times mentoring relationships have just naturally emerged. Some of us would like to either have or be a mentor but haven't had the opportunity to develop those connections. What are key elements of these relationships that make them successful and enriching? How do we enhance and sustain mentoring relationships once they've been established? How do we find the people who might be the best "fit" as mentors or mentees? Why is "termination" in the mentoring relationship is just as important as it is in the clinical work? In this session we'll examine these questions and other aspects of the mentoring relationships we have and hope to experience within AUCCCD.

Presenter(s):
Charles Morse, MA, LMHC, , Worcester Polytechnic Institute (); **Marcus Hotaling**, PhD, Psychologist, Union College (); **Juanita K. Martin**, PhD, Psychologist, University of Akron (20,001 - 25,000)

Topic(s):

Instructional Level: Introductory

Learning Objectives:

- Review key aspects of establishing and sustaining mentoring relationships
- Discuss the spectrum of mentoring relationships including practical guidance, professional development, networking and supportive aspects
- Discuss the four stages of mentoring
- Distinguish rewards and challenges associated with mentoring relationships

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Wednesday, October 23
8:30 AM - 10:00 AM

Session ID: Breakout 42

"Why they don't come back": Understanding and challenging barriers to treatment when counseling minority clients.

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: Fewer than half of all adults in the U.S. who experience a mental health disorder receive treatment, but individuals belonging to various racial and ethnic minority groups receive treatment at significantly lower rates than non-Hispanic whites, though the rate of need for services may be higher. Historical, cultural and environmental factors that create barriers include: Inability to recognize and accept mental health problems, reluctance to discuss psychological distress, social stigma against mental illness, the relationship between the client and healthcare provider, insensitivity about historical trauma, lack of clinical skills or awareness of dominant cultural messages and implicit bias towards minority clients. This presentation will focus on historical, political and cultural barriers impacting access to mental health services for minority clients with a deeper exploration of how traditional individualistic concepts in mental health can be culturally incongruent and can promote early attrition for minorities. Mental health providers will evaluate their competencies and learn evidence based strategies to deliver culturally sensitive care.

Presenter(s):
Portia Allie-Turco, Clinical Mental Health Counseling, Counselor, SUNY Plattsburgh (5,001 - 7,500)

Topic(s):
- Counseling/Clinical Work
- Inclusive Excellence
- Social Justice

Instructional Level: Intermediate

Learning Objectives:
- Identify current and historical barriers to accessing mental health services. Understand factors associated with early termination.
- Describe how traditional/individualistic concepts in mental health can be culturally incongruent for cultural minorities.
- Identify and implement culturally affirmative and evidence based strategies to engage minorities in successful counseling treatment.

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Wednesday, October 23
8:30 AM - 10:00 AM

Session ID: Breakout 43

Higher Ed Case Managers and What Can They Do for Your Students, Your Counseling Center, & Your Campus

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: Over the last ten years, the work of college counseling centers has seen increasing demand and students who present with greater acuity of mental health concerns. In the same time period, campus-based tragedies have focused attention on the issue of campus safety and served as a catalyst for the creation of positions, policies, and procedures designed to support students in distress (Adams, Hazelwood, & Hayden, 2014). Since 2007, case management has emerged as one mechanism through which Universities manage this daunting task. Student distress or concerns are often complicated by student resources, support streams, funding and academic challenges When done well, case management is an essential part of student support, retention, behavioral intervention, threat assessment, and violence prevention. It is also part of a successful counseling milieu with key roles in bridge care, post-therapy monitoring and navigating leaves of absence. Specifically, this presentation will address recommended practices for implementing new or improving existing case management positions in counseling centers. Presenter will discuss topics including the clinical vs nonclinical case management approach, key administrative practices, current trends, and a few ideas of creative solutions for a small or community college.

Presenter(s):
JJ Larson, MS, Counseling Psychology, Counselor, Richland College (15,001 - 20,000)

Topic(s):
- Counseling/Clinical Work
- Leadership/Management
- Outreach/Programming/Prevention

Instructional Level: Introductory

Learning Objectives:
- Discover and compare case management approaches and strategies, policies, and/or processes to implement or enhance the use of case management services within the Counseling Center
- Identify best practices to evaluate for potential implementation or adjustment on their respective campuses.
- Explore the roles of a case manager based in a counseling center and/or working with campus behavioral intervention or care teams.

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Wednesday, October 23
8:30 AM - 10:00 AM

Session ID: Breakout 44

IACS Field Visitors' Training

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: This program is open to directors of IACS accredited counseling services who would like to be trained as field visitors for the Association. It is also recommended for current visitors who have not attended a previous training session, and those who would like to update their knowledge of the site review process. The training session is designed to present a comprehensive review of the policies and procedures involved in conducting an IACs review. Competencies to be reviewed include organizing the visit schedule, conducting interviews with various personnel, applying the IACS Standards to the review, responding to typical critical incidents that may occur, writing the report and developing appropriate recommendations. Attendees will also receive training on how to access and upload their reports.

Presenter(s):
Anika Fields, Ph.D., Psychologist, Florida Agricultural and Mechanical University (10,001 - 15,000); **Cindy Cook**, Ph.D., Psychologist, University of Houston, Clear Lake (7,500 - 10,000)

Topic(s):
- Leadership/Management
- Training

Instructional Level: Introductory

Learning Objectives:
- Identify the critical elements of a field visit and understand its place in the overall review process.
- Describe the organization of a typical onsite review and how the field visit fits into the overall review process.
- Describe the organization of the field visit report.

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Wednesday, October 23
8:30 AM - 10:00 AM

Session ID: Breakout 45

Recovery from Toxic Masculinity

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: Using a story telling format the presenter will discuss the cultural environment of Toxic Masculinity in the United States from the 1960's to present. This will include many stories from the presenters life demonstrating the struggle of males in this culture to survive and camouflage in inter-male competition. the presentation will speak to the Mythopoetic men's movement of the 1980s as well as spiritual movements intended to redirect competitive energies into cooperative and life generating ways of acting.

Presenter(s):
Allen O'Barr, MD, Psychiatrist, UNC Chapel Hill (25,001 - 30,000)

Topic(s):
- Cultural change

Instructional Level: Intermediate

Learning Objectives:
- The attendee will understand the derivation of the term toxic masculinity and how western culture promotes this behavior in men from an early age

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Wednesday, October 23
8:30 AM - 10:00 AM

Session ID: Breakout 46

Strategies to successfully advocate for more staff and fiscal resources

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: Each institution maintains expressed and aspirational identities regarding how they care for and fund students' mental health services. Many early-career counseling center directors have limited training or experience advocating for additional fiscal resources. However, counseling directors are often centrally responsible for articulating and advocating to institutional leaders and stakeholders about fiscal/staffing resources and how they express the institution's values. In this presentation, two counseling directors will share strategies and tactics employed to successfully advocate for additional fiscal resources. In addition to the two use cases, strategies from the empirical literature and surveys will be shared. During the program, participants will be encouraged to share strategies that led to additional funding and lessons learned from failed attempts to secure resources.

Presenter(s):
Larry Long, PhD, Psychologist, University of Kansas Medical Center (2,501 - 5,000); **Christopher Sullivan**, PhD, Counselor, University of Missouri - St. Louis (10,001 - 15,000)

Topic(s):
- Leadership/Management

Instructional Level: Introductory

Learning Objectives:
- Participants will be able to cite three or more strategic approaches to proving need, gathering allies, and convincing stakeholders to increase a counseling center's funding.
- Participants will communicate two or more empirical studies, benchmarks, or surveys that may be used in support of advocating for additional funding.

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Wednesday, October 23
8:30 AM - 10:00 AM

Session ID: Breakout 47

Understanding Service Paradigms, Models, and Structures

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: This session is oriented toward beginners and their understanding of these terms and the differences between them. At times they appear to be used interchangeably which blurs important distinctions between them. Background information and examples will be provided for each term to provide context. New and early career directors, in particular, may benefit from examining these concepts and learning how each contributes something meaningful to the thoughtful construction or direction of their centers.

Presenter(s):
Lee Keyes, PhD, Psychologist, University of Alabama (Emeritus)

Topic(s):
- Counseling/Clinical Work
- Leadership/Management

Instructional Level: Introductory

Learning Objectives:
- Participants will better understand the concepts and articulate how they are manifested in their centers.

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Wednesday, October 23
8:30 AM - 10:00 AM

Session ID: Breakout 48

When Staff Have Issues: Considerations for Directors

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: While Counseling Center Directors are adept at recognizing and managing students' mental health concerns, fortunately, there are not as many situations necessitating using these skills with Counseling Center staff. When the situations do arise, Directors have little guidance as to the best course of action for the staff member, for co-workers, and for the center as a whole. This presentation will detail two separate situations in which the Director had to navigate difficult situations caused by a staff member's mental health concerns. The focus will be on the delicate balance between considering employment law, center operations, professional ethics, supporting an impaired employee, supporting staff who work with an impaired employee, and coping with the "aftermath."

Presenter(s):
Kimberly Gorman, Ph.D., Psychologist, 742 (10,001 - 15,000); **Christy Jordan**, MA, Other, Campbell University (2,501 - 5,000)

Topic(s):
- Ethics
- Leadership/Management

Instructional Level: Introductory

Learning Objectives:
- Participants will be able to describe the intersections between HR law, ethical concerns, and the impact of staff operations so that they can hold these considerations in mind when managing a staff member with significant mental health concerns.
- Participants will be able to identify important considerations for supporting counseling center staff who work with a colleague with significant mental health concerns.

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Wednesday, October 23
10:30 AM - 12:00 PM

Session ID: Breakout 49

Alt, Ctrl, Don't Delete: Multicultural Competencies in Telemental Health

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: Gone are the days where university and college counselors work solely with students from their local area. Many of our students are from varying countries, continents and cultural backgrounds. Additionally, many traditional brick and mortar universities are rapidly meeting the demand for online degree programs which has created an influx of online only students. Is your counseling center ready for the innovative world of Telemental health counseling? Is your team able to navigate counseling sessions online with students who still struggle with stigma related to mental health and counseling? This course will provide an overview of Telemental health basics such as terminology, HIPAA compliance vs HIPAA secure platforms, as well as the importance of being able to identify verbal and nonverbal cues across cultures.

Presenter(s):
Lia Amuna, PhD, Counselor, Texas A&M University-Central Texas (2,501 - 5,000)

Topic(s):
- Counseling/Clinical Work
- Inclusive Excellence

Instructional Level: Introductory

Learning Objectives:
- Participants will be able to identify differences in verbal and non verbal cues among multicultural populations receiving telemental health services.
- Participants will be able to demonstrate effective use of telemental health resources.

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Wednesday, October 23
10:30 AM - 12:00 PM

Session ID: Breakout 50

Are students on your campus hungry?

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: More than likely, every college or university campus across America has hungry students walking its grounds. College coursework can be very difficult when a basic human need goes unmet. Blessing-Rieman College of Nursing and Health Sciences found a way to address student hunger: we created our own food pantry! In addition, we collaborated with a local social service agency and national grocery store chain to provide fresh produce to our students and the population served by the agency. Attend this session to learn about our experience and be inspired to address food insecurities on your own campus!

Presenter(s):
Sarah Mueller, MSW, Social Work, Blessing-Rieman College of Nursing and Health Sciences (Under 1,500)

Topic(s):
- Social Justice

Instructional Level: Introductory

Learning Objectives:
- Identify food insecurities on their own campuses
- Create a plan to address student hunger

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Wednesday, October 23
10:30 AM - 12:00 PM

Session ID: Breakout 51

Collaborating to Build a Behavioral Health Consultant Program: Student Impact and Lessons Learned

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: This session will describe a collaboration between three separate campus departments at a mid-size university to develop a Behavioral Health Consultant (BHC) program. The Counseling and Psychological Services Center, Student Health Services, and the Psychology Department planned and implemented a BHC program within Student Health Services that launched in summer 2018. The rationale for developing a BHC program at this university will be shared, including the use of local and national data. The process of developing the BHC program will be described, including needs assessment, staff training, pilot implementation, and full launch. Details of the delivery of BHC services in this setting (staffing, referrals, brief interventions, documentation, concept of team, and risk management) will be described. Data on common referral questions, how the BHC interventions uniquely served student mental health needs, and student and health provider satisfaction will be presented. Overall lessons learned from this collaboration will be described.

Presenter(s):
Chris Hogan, Ph.D., Psychologist, Appalachian State University (15,001 - 20,000)

Topic(s):
- Counseling/Clinical Work
- Staff Retention/Development

Instructional Level: Intermediate

Learning Objectives:
- Explain the Behavioral Health Consultant model as part of a continuum of mental and behavioral health on a college campus.
- Describe key components of developing a BHC program, including important contributions from different departments that can facilitate its development.
- Describe the impact of a BHC program for students, primary care providers, trainees, and a university counseling center.

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Wednesday, October 23
10:30 AM - 12:00 PM

Session ID: Breakout 52

Harnessing Faculty Partnerships to Support a Public Health Approach to Mental Health on Campus

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: As the demand for mental health services continues to outpace enrollment (EAB, 2018), university counseling centers must embrace a public health approach to mental health in order impact mental health and move toward cultural shifts in mental health support and services on campus. Aspects of a public health approach to supporting mental health on campuses include moving beyond faculty awareness training and equipping faculty to provide education and prevention efforts around the entire campus, which includes infusing concepts of resilience into program standards, course curriculum, advising, and strategic planning. The presentation will provide examples of faculty efforts and partnerships at one campus that have helped move the responsibility of supporting the mental health of students beyond just the counselor and out into the campus to have the broadest and deepest reach. Initiatives include a Mental Health Matters training series for faculty, staff and administrators, a faculty advisory board, an annual campus-wide Mental Health Town Hall, and strategies for identifying mental health "champions" across campus in academic departments. Finally, using a public health approach, the presentation will provide attendees with an operationalization of behaviors and strategies to support mental health and promote resilience through their role.

Presenter(s):
Angela Stowe, Ph.D., Counselor, UAB (20,001 - 25,000)

Topic(s):
- Counseling/Clinical Work
- Inclusive Excellence
- Leadership/Management
- Outreach/Programming/Prevention

Instructional Level: Introductory

Learning Objectives:
- Describe a public health approach to mental health support and services in higher education.
- Describe specific initiatives at one school that equip and empower faculty to support mental health and promote resilience through their roles.
- Apply lessons learned through presented initiatives to identify faculty champions on their campus and identify how to harness faculty energy and expertise to work toward a campus-wide culture that supports mental health and promotes resilience.

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Wednesday, October 23
10:30 AM - 12:00 PM

Session ID: Breakout 53

Merging Universities: A View from the Counseling Center

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: With decreasing enrollments and shrinking budgets, many colleges and Universities are facing financial instability. It is estimated that hundreds, maybe thousands, of colleges will close over the next decade. To stay afloat, many colleges and Universities will consider merger as a strategic option. In this panel, two Directors who experienced a merger of their respective institutions will discuss their "lessons learned" in the process. Topics of discussion will include loss of institutional identity experienced by students and staff; integrating disparate counseling center models; facilitating cross-campus collaborations; and navigating administrative, budgetary, and political complexities.

Presenter(s):
Deanna Nobleza, M.D., Psychiatrist, Jefferson (5,001 - 7,500); **Meghan O'Meara**, LPC, Counselor, Jefferson (5,001 - 7,500); **Anita Sahgal-Patel**, PhD, Psychologist, University of South Florida (2,501 - 5,000)

Topic(s):
- Counseling/Clinical Work
- Leadership/Management
- Outreach/Programming/Prevention
- Staff Retention/Development
- Accreditation

Instructional Level: Intermediate

Learning Objectives:
- To recognize the growing role of mergers in Higher Education,
- To identify the various impacts a merger can have on students, staff, administration, and the counseling centers,

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Wednesday, October 23
10:30 AM - 12:00 PM

Session ID: Breakout 54

Outsourced: One Counseling Center's Journey of Hope and Inspiration

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: Over the years, counseling centers are increasingly challenged by demand for clinical services. Concerns about how the demand should be managed is a major topic of discussion among upper administrators. The White Paper by Mitchell, Oakley, and Dunkle (2019) states that college mental health is a specialty field. This presentation will highlight how crucial this position is in higher education. Attendees will be apprised of one Center's journey of being outsourced. The key objective is to instill hope in attendees who are experiencing anxiety about their center. The presenter will demonstrate how her relationship with upper administration, the use of seminal articles, and CCMH data helped advocate for the return under Student Affairs. Empirical data on productivity will be presented under both administrations. Data on staff turnover and qualitative statements from staff will also be provided. A potential limitation is that our center is only one of a few centers that have been outsourced. However, this certainly does not mean other institutions will not consider outsourcing their centers. The biggest risk would be the audience perceiving UNL in a negative manner. However, attendees will learn how the center and staff are truly better and stronger through this journey.

Presenter(s):
Tricia Besett-Alesch, Ph.D., Psychologist, University of Nebraska- Lincoln (25,001 - 30,000)

Topic(s):
- Leadership/Management

Instructional Level: Intermediate

Learning Objectives:
- The attendees will learn how to use articles, data and relationships to leverage their expertise in college mental health.
- The attendees will learn how productivity is impacted under two different administrations as well as its impact on the center and university community.

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Wednesday, October 23
10:30 AM - 12:00 PM

Session ID: Breakout 55

Suicide and Sleep on Campus - Changing Culture

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: College students sleep seven hours per week less today than they did 25 years ago, roughly equivalent to pulling one weekly all-nighter. Research is clear that people who are sleep deprived also experience more symptoms of anxiety, depression and suicidal ideation. How do Universities and Colleges change the culture of encouraging and rewarding the sleep deprivation that leads to increases in serious mental health problems? This presentation will lead participants through the process of understanding how the problem of sleep deprivation leads to more mental health problems and students who consider and complete suicide. In addition, it will encourage discussion and development of campus climate changing programming around healthy sleep and the idea of the "Sleep Positive Campus."

Presenter(s):
Brad Wolgast, Ph.D., Psychologist, University of Delaware (20,001 - 25,000)

Topic(s):
- Counseling/Clinical Work
- Outreach/Programming/Prevention

Instructional Level: Introductory

Learning Objectives:
- Describe the nature and extent of the sleep deprivation crisis in young adults in the US.
- Explain the connection between sleep deprivation and increased suicidal ideation as well as suicide attempts
- Plan first steps for creating a campus plan for becoming a "Healthy Sleep Campus," through changing culture and attitudes on campus.

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Wednesday, October 23
10:30 AM - 12:00 PM

Session ID: Breakout 56

Supervision and Leadership: Are we doing it right?

CE Hours: *90 Minute Breakout Session (1.5 CE)*

Description: Strong leadership skills are an essential part to helping your department and organization grow. Being an effective leader is a skill that requires patience, transparency, good boundaries, and humility. Many counseling center supervisors and leaders are moved into these roles because of their exceptional clinical skill set. However, since most were not taught or exposed to effective leadership prior to assuming these roles, many need help developing the skills necessary to address the financial, legal and regulatory issues that college counseling centers face every day.

Learning and personality styles play a large role in how we give and receive information. Our own learning and personality styles often differ from those we work with and with whom we supervise. Professional discipline, age, ethnicity, gender, stress level, and previous experiences can all shape how we treat others and we respond to pressure. Supportive management and positive leadership have long been linked to lowering levels of emotional exhaustion and burn out among health care employees. However, in order to provide this support, we first need to have a firm understanding of our own flaws, needs, and capabilities.

Presenter(s):
Alison Franklin, MSW, DSW candidate, Social Work, Utical College (2,501 - 5,000)

Topic(s):
- Leadership/Management
- Staff Retention/Development

Instructional Level: Intermediate

Learning Objectives:
- Develop a better understanding of different learning styles, using the Dziuban/Long Learning Styles Model, in order to provide more effective and personalized supervision to staff and improve their department's overall function
- Broaden their understanding of how different personality types, professional discipline, and personal background may effect leadership effectiveness, with the intention of strengthening collaboration skills and interdepartmental relationships
- Advance their knowledge of burn out and self-care, in order to model and encourage positive behaviors for students, colleagues and staff
- Gain insight regarding their own supervision styles and self-care practices, so as to strengthen relationships with staff and colleagues

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