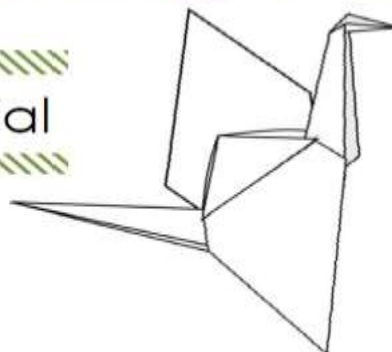




64th Annual AUCCCD Conference

Opening Pathways:

Unfolding Potential



in the 21st century

October 26 – 30, 2013

San Diego, CA



October 1, 2013

Dear Conference Attendees,

On behalf of the entire San Diego hospitality community, welcome! We are all delighted to have the opportunity of hosting the 64th Annual AUCCCD Conference, and I trust your conference will be nothing less than perfect.

Best known for our near-perfect climate, natural beauty and many fun-filled outdoor recreational activities, San Diego is blessed with a wealth of riches not bestowed on many places, including a relaxed and friendly spirit that characterizes the best of the Southern California lifestyle. Our pulse is decidedly creative, entrepreneurial and energetic.

Our key ingredient is our splendid team of hospitality professionals, especially those you will meet at the Sheraton San Diego Hotel & Marina.

We're confident that our sun-soaked setting and easy-going vibe will inspire more creativity and innovation, making your conference the best ever.

Again, it is my pleasure to welcome you to San Diego, and I wish you an enjoyable and productive visit!

Best regards,

A handwritten signature in black ink that reads 'Joe Terzi'.

Joe Terzi
President & CEO



750 B Street, Suite 1500
San Diego / CA 92101

TEL 619.232.3101
FAX 619.696.9371

SANDIEGO.ORG

Opening Pathways: Unfolding Potential in the 21st Century

Greetings! Bienvenidos to the AUCCCCD 64th Annual Conference in San Diego. The California Organization of Counseling Center Directors in Higher Education (OCCDHE) is happy to host you in the city where “Happiness is Calling”! Your Conference Host Committee, which represent the alliance between the University of California, the California State University System, and the Independent Colleges and Universities in California, brings you with great pleasure a splendid array of intellectually dynamic, socially vibrant, healthy living, and recreational activities.

Our theme, “Opening Pathways: Unfolding Potential in the 21st Century” has inspired an assortment of diverse and exceptionally first-rate programming, including Keynote Speakers such as Dr. Dan Siegel from UCLA and Dr. Claude Steele from Stanford, as well as an awesome selection of presentations and workshops that will allow for a stimulating exchange of ideas as we face the shifting and complex demands of our profession. Together, we are forging forward in this 21st Century and meeting the challenges and demands that come with each new generation of students, their amazing qualities and the contemporary vicissitudes in life they face, the new technologies that lead to service delivery innovations and the actualization of creative envisioning. I firmly believe you will find a program that will appeal to your scholarly and practical sense.

Furthermore, there will be plenty of moments to tend to and strengthen our old relations while discovering and establishing new ones, and nurturing our inner self through camaraderie, enjoyment of the beauty around us, and solace. We can look forward to the creation of new memories as we enjoy the resources of our organization and the best that San Diego has to offer. Do not miss our outreach to Feed America, which will facilitate engagement for community building, or the various San Diego tours and dinners, whether they be at the San Diego Bay, the Gaslamp Quarter, Little Italy, Downtown La Jolla, Del Mar, Coronado, Hillcrest, Balboa Park …. So many places to choose, to see, to experience… being open to encounters that might spontaneously occur through affinity or curiosity, and positively reinforce our commitment to opening pathways, especially where there is none, to continuously unfold our potential as leaders of this era’s Counseling Centers.

Wholehearted thanks to Corinne Earle, Casey Earle, Jeff Cummings and their superlative team of professionals and highly skilled “movers and shakers” for supporting this venture with fun, seamless logistics, timeliness, attention to detail, and refreshing attitude.

Especial thanks to Steve Sprinkle, Sandy Jorgensen-Funk and Jeanne Manese for being steadfast companions and standing for excellence.

Most important of all, thank you for giving us the chance to host you and be touched by the transformative power of the space we will create together.

OCCDHE and the Conference Host Committee welcome you with open arms.

Enjoy!

Table of Contents

AUCCCD

Recognition	4 – 5
Brief History	6
Past Presidents	7
Past Conferences	8 – 9

Hotel

Space Map	10
Exhibit Hall Map	11

Conference

FAQs	12 – 13
Continuing Education.....	16
Elements of Excellence	17
Keynote Speakers	18
Program Check List	19
Schedule.....	20 – 35
Abstracts	36 – 63

Directory

AUCCCD Members.....	64 - 77
Exhibitors.....	78 - 79



MISSION STATEMENT: The mission of the Association for University and College Counseling Center Directors (AUCCCD) is to assist college/university directors in providing effective leadership and management of their centers, in accord with the professional principles and standards of Psychology, Counseling, and Higher Education. AUCCCD promotes the awareness of college student mental health through research, education, and training provided to members, professional organizations, and the public with special attention to issues of diversity and multiculturalism.

Titanium Schedule

The Leader in College Counseling Center Management Software

	Baum, Andrew	Bethel, Keith	Quintana, Val	Diez, Mary
8:00	Intake - Personal	Couples Counseling	(1) Academic Counseling	Grief Group
9:00	Supervision Individual - Given	Supervision Individual - Received	Staff Meeting	Triage
				Case Conference

- Fully integrated scheduling, record keeping, diagnostic, data entry, billing, office monitoring, and reporting software.
- In use by over 750 university and college counseling centers
- Partnered with Penn State's Center for Collegiate Mental Health

- **Secure storage** using SQL Server and HIPAA compliant features
- **Sophisticated case notes** with multiple signatures, integrated Almost Perfect Scale Revised, AUDIT, CCAPS, DSM 5⁺ diagnosis, My Resiliency Factors, Self-Compassion Scale Short Form, and customizable data entry
- **Task List** for tracking required activities
- **Over 30 reports** - annual reporting, supervision, clinical load analysis, etc.
- **Clients can enter their own paperwork and assessments** so the front desk does not have to (e.g. demographic information, AUDIT, CCAPS, custom data forms, etc.)
- **Scheduling** - powerful and flexible scheduling features
- **Calendar synchronization** feature to replicate appointments to Microsoft[®] Exchange Server and Google Calendar[™] while preserving confidentiality
- **Client appointment reminders** by email or text messages
- And many more features like Paperless Files, Medication Log, Client Flags, and Waitlists

Pricing: The minimum license is for 5 users and is \$1,475 for the first year and \$1,175 a year after that. Additional users can be added by purchasing as many 5-user license packs as needed. A 5-user license pack is \$220 for first year and \$50 per year after the first year. (For example a 20 user license would require three more 5-user license packs for the additional 15 users. The total is \$1,475 + \$660 for the first year and \$1,175 + \$150 per year after that.)
Prices for other licenses and optional features are available on our web site.



For more information visit www.TitaniumSchedule.com
Or email Sales@TitaniumSoftware.com
Titanium Software, Inc. 281-443-3544 P.O. Box 980788 Houston, TX 77098

* DSM 5 is a registered trademarks of the American Psychiatric Association, and is used with permission herein.

AUCCCD | Recognition

2013 CONFERENCE COMMITTEE

Reina Juarez, University of California San Diego - Conference Director

Steve Sprinkle, University of San Diego - Host Committee; Programming Committee

Sandy Jorgensen-Funk, San Diego State University - Host Committee; Gifts/Tours/Local Activities;
Entertainment Committee

Jeanne Manese, University of California (Irvine) – Gifts/Tours/Local Activities; Entertainment Committee

Ilene Rosenstein, University of Southern California - Programming Committee

Mark Stevens, California State University Northridge - Programming Committee

Stacie Turks, University of the Pacific – Conference Logo Design

Kristen Linden, Loyola Marymount University - Conference Logo Design

Brad Meier, University of Southern California - Bob McGrath Annual Fun Run

Elizabeth Gong-Guy, University of California – Los Angeles - Keynote Speakers

Joe Behen, School of the Art Institute of Chicago - Vendors and Sponsors

John Parkhurst, Emeritus - Group Dinners

*Special thanks to **OCCDHE** and **Liz Gong-Guy** for sponsoring and securing the 2013 **Keynote Speakers**.*

GOVERNING BOARD MEMBERS 2013 – 2014

Dan Jones, Appalachian State University – President

Elizabeth Gong-Guy, University of California (Los Angeles) – President-Elect

Charles Davidshofer, Emeritus – Treasurer

Jesus Aros, Webster University (Thailand) – Member-at-Large

Victor Barr, University of Tennessee-Knoxville – Member-at-Large

Sharon Mitchell, University at Buffalo – Member-at-Large

Robert Rando, Wright State University - Member-at-Large

Micky Sharma, The Ohio State University - Member-at-Large

David Spano, University of North Carolina at Charlotte - Member-at-Large

Mark Thompson, Colgate University - Member-at-Large

Linda Wolszon, Texas Christian University - Member-at-Large

AUCCCD | Recognition

EXTERNAL ORGANIZATION LIAISONS AND CONTACTS

Vivian Barnette, North Carolina A&T University – Newsletter Editor

Victor Barr, University of Tennessee-Knoxville – CCMH Liaison

Vivian Boyd, Emeritus – APA CAPP

Charles Davidshofer, Emeritus – IACS Contact

Elizabeth Gong-Guy, University of California (Los Angeles) – Lifetime Achievement Award; Board Nominations

Dan Jones, Appalachian State University – APA Div 17/SCP Executive Board Liaison; HEMHA Liaison; NASPA Liaison; Active Minds Contact; Jed Foundation Contact

Sharon Mitchell, University at Buffalo - ACCCCS Liaison; ACPA/CCAPS Liaison

Micky Sharma, The Ohio State University - ACCTA Liaison

David Spano, University of North Carolina at Charlotte – ACCA Liaison; ACHA Contact

Ellen Taylor, University of Washington – Elements of Excellence Contact

Lauren Weitzman, University of Utah – Elements of Excellence Contact

AMC Source – Association Manager; Continuing Education Contact

cmcglobal – Conference Organizer; Membership Contact

Life Advantages, LLC – Webmaster

Full contact information for the governing board may be found in the directory, starting on page 64, or on www.AUCCCD.org.

IS THIS YOUR FIRST AUCCCD CONFERENCE?

Where should I go? What should I do?

Find out where to go and what to see to make your first AUCCCD Conference a success.

4:30 PM – Saturday, October 26

LOCATED IN MARINA 2, ON THE LOBBY LEVEL

Facilitated by Kristen Gray

AUCCCD | Brief History

The Association of College Counseling Center Directors (AUCCCD) was established in 1950 by a group of mid-western college and university counseling directors. Dr. Ralph Birdie, director of the Student Counseling Bureau at the University of Minnesota, Minneapolis hosted the first conference on the UM campus. Annual meetings were hosted throughout the 1950's by several universities including the University of Illinois, Michigan State, The Ohio State University, State University of Iowa, University of Missouri, and the University of Minnesota. In the early days, the organization was referred to as the Annual Conference of College and University Counseling Directors. Conference attendance was based on invitation from participants and grew over time as directors around the country developed collegial relationships with each other. Initially membership was primarily drawn from mid-western institutions, but eventually the annual conference became a national affiliation of directors.

Following World War II, counseling centers were established in response to the educational and vocational needs of returning veterans. Directors were pioneering the development of organized counseling units and recognized their need to "talk shop" - to exchange information with each other and to develop a practical knowledge base on how to best to serve students. They gathered to discuss organizational issues, to share experience about how to work effectively with campus administration, and to discuss the nature of the work with students. An integral part of the annual meeting was the opportunity to develop and nourish collegial friendships through work and recreation in a restful setting.

Directors valued the opportunity to discuss confidential matters with their colleagues and trusted one another with sensitive details that they could not process with fellow administrators on their own campus. Directors were challenged with issues such as managing relations with campus administration and faculty who could be skeptical of the value of counseling students as well as issues related to the management of their staff. Conference attendance was restricted to directors with staffs of at least three full-time equivalents (FTE) in order to create a confidential environment for consultation.

The annual conference provided the opportunity for both formal and ad hoc presentations, roundtable discussions, and individual consultation. The group was loosely organized as a "non-organization" with a minimum of bureaucracy, and the pivotal activity was the annual meeting. A steering committee was elected annually to manage routine business, and a conference host was chosen from among competing institutions during the conference business meeting.

The formal structure of AUCCCD as we now know it, developed slowly through the 1980's with the decision to revise the organization's By-laws and to incorporate as a non-profit organization. Throughout the 1990's several initiatives have been undertaken to develop a formal organizational structure to advance the business of AUCCCD as a national professional organization, and to put significant emphasis on advocating on behalf of counseling and psychological issues in higher education. Conference membership increased considerably after the 3 FTE restrictions were lifted in the 1990's.

Membership in AUCCCD is institutional with one director being selected to represent the member college or university. We have experienced significant growth with our current membership of 677 universities and colleges throughout the United States, Canada, and Europe and Asia.

AUCCCD | Past Presidents

2011 – 2012	Dan Jones, Appalachian State University	1981 – 1982	Wade Birch, Texas A & M
2009 – 2011	Denise Hayes, DePauw University/ Dan Jones, Appalachian State University	1980 – 1981	Nancy Carlson, University of Rhode Island
2007 – 2009	Gregory Eells, Cornell University	1979 – 1980	John Bishop, University of Delaware
2005 – 2007	Mary (Maggie) Gartner, Texas A & M University	1978 – 1979	Pete Cimboric, Catholic University
2003 – 2005	Jaquie Resnick, University of Florida	1977 – 1978	Roy Warman, Iowa State University
2001 – 2003	Gregory Snodgrass, Texas State University	1976 – 1977	Robert Archibald, Ohio State University
1999 – 2001	Tom Seals, University of Illinois Urbana – Champaign	1975 – 1976	Beulah Hedahl / Phil Wierson, Georgia State University
1998 – 1999	Jack Corazzini, Virginia Commonwealth University	1968 – 1975	Unknown
1997 – 1998	Patricia Larson, Denver University	1967 – 1968	Ed Allen
1996 – 1997	Steve Brown, University of Georgia	1966 – 1967	James H. Banning
1995 – 1996	Kathy Hotelling, Northern Illinois University	1965 – 1966	Unknown
1994 – 1995	Dennis Heitzmann, Pennsylvania State University	1964 – 1965	Stanley J. Segal
1993 – 1994	Jim Clack, Duke University	1963 – 1964	E.R. Oetting
1992 – 1993	Theresa Branch, Arizona State University	1962 – 1963	Newton E. James
1991 – 1992	Richard Raskin, Pace University	1961 – 1962	Clay Gerken
1990 – 1991	Herb Horikawa, Temple University	1960 – 1961	Donald L. Grummon?
1989 – 1990	Ken Garni, Suffolk University	1959 – 1960	H.T. Martin?
1988 – 1989	Rosie Bingham, University of Memphis	1958 – 1959	Robert Callis
1987 – 1988	Diane Gale, SUNY Buffalo	1957 – 1958	Ralph F. Berdie, University of Minnesota
1986 – 1987	Jim Archer, University of Florida	1956 – 1957	William Gilbert, University of Illinois at Urbana Champaign
1985 – 1986	O.W. Lacy, Franklin and Marshall College	1955 – 1956	Clay Gerken
1984 – 1985	Richard Southwick, Weber State University	1954 – 1955	William Gilbert, University of Illinois at Urbana Champaign
1983 – 1984	Dennis Elsenrah, University of Wisconsin, Stevens Point	1953 – 1954	Frank M. Fletcher
1982 – 1983	Marvalene Styles, San Diego State University	1952 – 1953	Ralph F. Berdie, University of Minnesota
		1951 – 1952	William A. Mann
		1950 – 1951	William Gilbert, University of Illinois at Urbana Champaign
		1949 – 1950	Ralph F. Berdie, University of Minnesota

Sources:

Charles Davidshofer, Judy Mack, John Bishop & Harriet Haynes

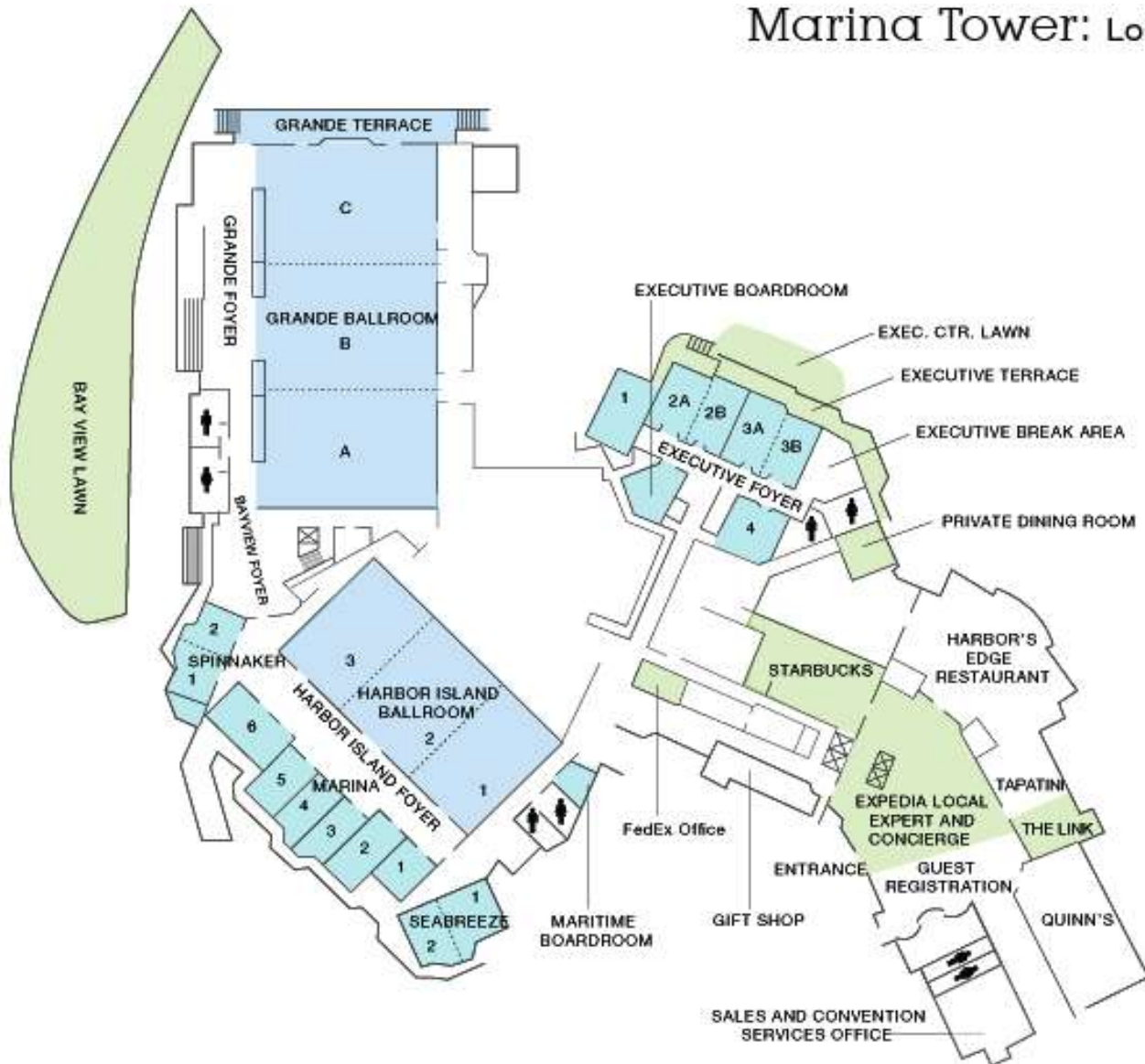
AUCCCD | Past Conferences

YEAR	HOST COMMITTEE	CITY	CONFERENCE CHAIR
1950	University of Minnesota	Minneapolis	Ralph Birdie
1951	University of Illinois	Allerton House, Monticello	William Gilbert
1952	Michigan State University	East Lansing	William Mann
1953	University of Minnesota	Minneapolis	Ralph Birdie
1954	Ohio State University	Columbus	Frank Fletcher
1955	University of Illinois	Allerton House, Monticello	William Gilbert
1956	State University of Iowa	Iowa City	Clay Gerkin
1957	University of Illinois	Allerton House, Monticello	William Gilbert
1958	University of Minnesota	Minneapolis	Ralph Birdie
1959	University of Missouri	Arrowhead Lodge, Lake of the Ozarks	Bob Callis
1960	US Air Force Academy	USAF Academy, Colorado Springs	Bob Smith, Tim Martin
1961	Michigan State University	Kellogg Center, East Lansing	Don Grummon
1962	University of Nebraska	Center for Cont. Ed, Lincoln	Clay Gerkin
1963	University of Arizona	Desert Willow Ranch, Tucson	Newton James
1964	University of Alberta	Calgary Banff School of Fine Arts, Banff	Gene Oetting
1965	SUNY at Buffalo	Parkway Inn, Niagara Falls	Stanley Segal
1966	University of Texas	Lake Travis, Austin	Vince Harren
1967	University of Colorado	Broadmoor Hotel, Colorado Springs	Ted Volsky
1968	University of South Florida	Causeway Inn, Tampa	Edmund E. Allen
1969	University of California, Berkeley	Claremont Hotel, Berkeley	Barbara Kirk
1970	University of Kentucky	Lexington	Harriett Rose
1971	Univ. of Missouri, Columbia	Tan-Tar-A Resort, Lake of the Ozarks	Paul T. King
1972	Colorado State Univ., Ft. Collins	Manor Vail Lodge, Vail	James Hurst
1973	University of West Virginia	Lake View Country Club, Morgantown	Jim Carruth
1974	University of Houston	Shamrock Hilton Hotel, Houston	Jow Schnitzen
1975	University of Maine	Kennebunkport	Charles Grant
1976	University of Utah, BYU Utah State	Snowbird Ski & Summer Resort	Burt Kelley, Ted Packard
1977	University of South Carolina	Kiawah Island	Don Swanson
1978	University of Oregon	Salishan Lodge, Gleneden Beach	Saul Toobert
1979	Iowa State University	Gateway Center Hotel, Ames	Roy Warman
1980	Northeastern Schools	Cape Cod, Hyannis	Nancy Carlson, Ken Garni, Sandy Jenks, Jon Slavin, Dick Slimak, Matt Toth
1981	N. Ill; Ill. State U.; U. Wisc. Ill., Tech: Marquette; W. Ill.	The Abbey of Lake Geneva, Fontana	Bob Nejedlo
1982	West Virginia University	Wilson Lodge, Ogleby Park, Wheeling	Phil Corner
1983	Colorado; Wyoming; Utah	Antlers Hotel, Colorado Springs	John Anderson

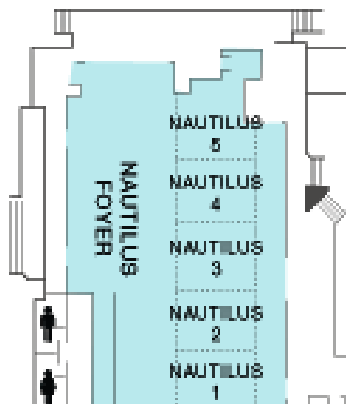
AUCCCD | Past Conferences

YEAR	HOST COMMITTEE	CITY	CONFERENCE CHAIR
1984	Loyola; Tulane; Xavier; Univ. of S.W. Louisiana	Intercontinental Hotel, New Orleans	Janet Hanche, Marjorie Dachowski
1985	New York Schools	Ramada Renaissance, Sarasota Springs	Dave Kissinger
1986	California: OCCDHE	Hotel Del Coronado, San Diego	Marva Styles Hughes
1987	University of Maine	Samoset Resort, Rockport	Charles Grant
1988	Utah Schools	Snowbird Ski & Summer Resort	Dick Southwick
1989	Pennsylvania Schools	Sheraton Society Hill, Philadelphia	Steve Mullinex, Herb Horikawa
1990	Texas: TUCCDA	Menger Hotel, San Antonio	Gary Neal, Gregory Snodgrass
1991	Southeastern Schools	The Jekyll Island Club Hotel	Steve Brown
1992	Minnesota Schools	Hyatt Regency, Minneapolis	Check Smith
1993	Colorado Schools	Keystone Resort, Keystone	Chuck Davidshofer
1994	Tennessee Schools	The Peabody Hotel, Memphis	Rosie Bingham
1995	Rhode Island, Connecticut, Massachusetts Schools	The Newport Marriott, Newport	Janet Coonce, Virginia Hadley
1996	Northwest Schools	The Sheraton Towers, Seattle	Maggie Olona, MaryBeth Collins
1997	Virginia Schools	Williamsburg Lodge, Williamsburg	Jack Corazzini
1998	Southwestern Schools	The Eldorado Hotel, Santa Fe	John Irvine
1999	Florida Schools	Lowe's Hotel, Miami Beach	Jaquie Resnick, Malcolm Kahn
2000	Utah Schools	Snowbird Ski & Summer Resort	Dick Southwick
2001	Canadian Schools	Harbour Castle Hotel, Toronto	Jack Williams
2002	University of Hawaii, Manoa	Sheraton Waikiki, Honolulu	Allyson Tanouye
2003	New Orleans Schools	The Fairmount Hotel, New Orleans	Christopher Flynn, Peter LeViness, Barbara Mitchell
2004	California: OCCDHE	Hyatt Regency, Lake Tahoe	Emil Rodolfo, Judy Mack
2005	Minnesota Colleges	Marriott City Center, Minneapolis	Harriett Haynes
2006	Colorado Schools	Marriott Mountain Resort and Spa, Vail	Chuck Davidshofer, Richard Rodriguez
2007	Indiana/Ohio/Michigan/Illinois	Marriott Downtown, Indianapolis	Carol Hagans
2008	Texas: TUCCDA	Hilton, Fort Worth – TUCCDA	Don Rosen
2009	North Carolina & Regional Schools	Renaissance, Asheville, North Carolina	Dan Jones
2010	Pacific Northwest Schools	Marriott Waterfront Portland, Oregon	Ellen Taylor
2011	National committee with Arizona schools	Scottsdale Plaza Resort, Scottsdale, AZ	Martha Dennis Christiansen
2012	New England Welcoming Schools	Newport Marriott, Newport, RI	Barry Schreier
2013	California: OCCDHE	Sheraton Harbor Island, CA	Reina Juarez
2014	Chicagoland and Illinois Schools	Marriott Magnificent Mile, IL	Joseph Behen
2015	Utah Schools	Little America Hotel, UT	Dianna Abel
2016	Florida Schools	Tampa Bay, FL	Scott Strader

Marina Tower: Lobby Level



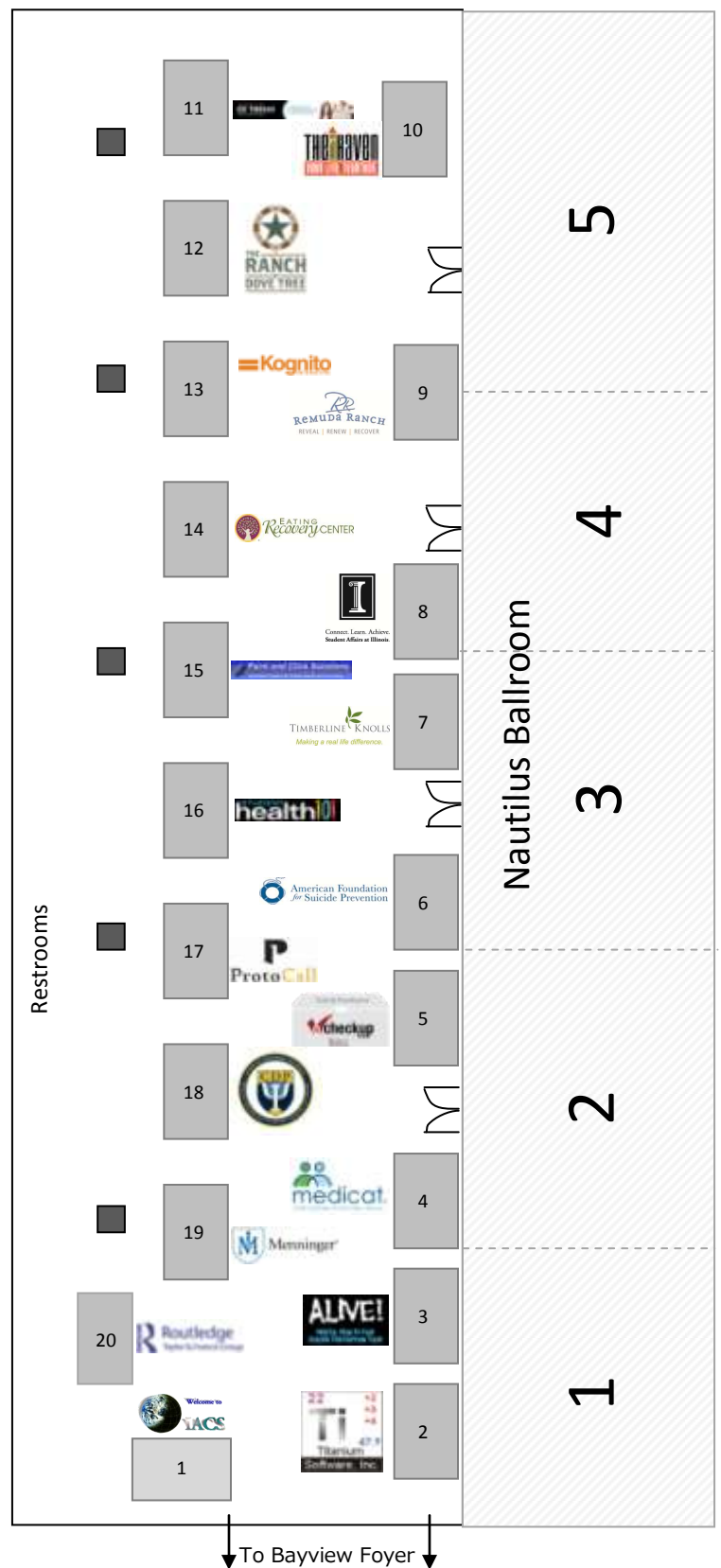
Marina Tower: Lower Level



- General Session – Grande AB
- Breakout Sessions -Nautilus rooms and Marina 5 and 6
- Exhibit Hall -Nautilus Foyer
- Registration – Bayview Foyer
- Opening Reception – Bayview Lawn
- Closing Banquet – Grande Ballroom

Hotel | Exhibit Hall Map – Nautilus Foyer

Booth #	Exhibitor Name
1	IACS
2	Titanium Software
3	Alive Mental Health Fair
4	Medicat, LLC
5	eCHECKUP TO GO
6	American Foundation for Suicide Prevention
7	Timberline Knolls Residential Treatment Center
8	University of Illinois
9	Remuda Ranch
10	The Haven
11	CU Thrive
12	The Ranch at Dove Tree
13	Kognito Interactive
14	Eating Recovery Center
15	Point and Click Solutions
16	Student Health 101
17	ProtoCall Services
18	Center for Deployment Psychology
19	The Menninger Clinic
20	Routledge Journals (<i>materials-only table</i>)



HOURS: Please join us in the exhibit hall, located in the Nautilus Foyer, to visit with the conference exhibitors. Remember to have each exhibitor stamp your exhibit passport to be entered for the grand prize drawing. The grand prize drawing will be held on Tuesday during the 10:30 AM break (in the exhibit hall). The exhibit hall is open throughout the conference and will be the location for breakfast and all breaks. For a listing of all 2013 exhibitors, please reference page 78.

Conference | FAQs

WHAT DO THE NAME BADGE COLORS MEAN?

The color of your name badge corresponds to the size of your school/institution. This will better help identify and connect with other members in your same institution population. Please reference chart below to identify what color represents population size.

One person center/under 2,000	5,001 – 9,000	22,001 – 32,000
Under 3,000/not one person	9,001 – 15,000	32,001+
3,001 – 5,000	15,001 – 22,000	Guest/Partner

HOW DO I OBTAIN MY CE CERTIFICATE?

At the end of the conference, you will receive an evaluation via email. You will have two weeks to evaluate the sessions that you attended at the conference. Once complete, this evaluation will tabulate how many CE credits you have earned, and you will receive your CE certificate electronically by November 15. You must have paid your \$15 CE administrative fee in order to be sent the link to the evaluation. Please check with the conference registration desk if you are unsure whether you paid this fee during registration process. Additional CE information can be found on page 16.

HOW MUCH IS HOTEL INTERNET?

Internet is complimentary in the guest rooms for AUCCCD members. Please see the front desk with any questions.

CAN I STILL SIGN UP FOR CONFERENCE TOURS?

Please see the conference registration desk if you would like to sign up for conference tours. Space is limited and not guaranteed.

Monday Tour Schedule:

- **San Diego Zoo/Transportation to Balboa Park:** Meet in lobby at 12:15 for a 12:30 departure.
 - **Balboa Park Tour:** The bus will drop you off and pick you up at the *Natural History Museum on Park Blvd.* Pick up 5:15.
 - **Zoo Tour:** The bus will pick you up at 5:00 PM at the parking lot near the front gates.
 - Return to hotel by 5:30 PM.
- **San Diego Harbor Tour (Sold Out):** Meet in lobby at 12:45 for a 1:00 departure. Return to hotel at 4:30 PM.
- **La Jolla Transportation:** Meet in lobby at 12:45 for a 1:00 departure. Your bus will drop you off and pick up at the same location: *La Jolla Financial Bldg at Ivanhoe Ave. and Prospect Street.* Pick up at 4:30 PM. Return to hotel by 5:00 PM.

WHAT IS THE GROUP DINNER SCHEDULE?

For updates, check the boards by registration or the conference app

Sunday, Oct. 27

- ❖ Connecticut Directors, Meet in lobby 6PM - Contact: Janet Spoltore (jdsपो@conncoll.edu)
- ❖ Michigan Directors, Meet in lobby 6PM - Contact: Pat Ponto (pat.ponto@kzoo.edu)
- ❖ New York State Dinner, Meet in lobby 6:30PM (Reservation 7P)
- ❖ North Carolina Directors, Meet in lobby 7PM - Contact: Matt Dwyer (dwyerm@ecu.edu)
- ❖ North East Directors, Meet in lobby 6:30PM (Reservation 7P) - Contact: Janet Strassman-Perlmutter janet.strassman-perlmutter@mcphs.edu
- ❖ Pennsylvania Directors, Meet in lobby 7PM (Reservation 7:30P) - Contact: Elizabeth Kincade (ekincade@iup.edu)
- ❖ Utah Directors, Meet in lobby 7PM (Reservation 7:30P) - Contact: Lauren Weitzman (lweitzman@sa.utah.edu)

Conference | FAQs

HOW DO I ACCESS THE CONFERENCE APP?

There are a few ways to download the conference app to your Smartphone. One way is to download "Guidebook" from your app store and then search AUCCCD Conference. Another way is to find one of the QR codes near the registration desk, and scan it with your phone scanner. Once downloaded, view conference information and create your own personal itinerary, view hotel maps, locate exhibitor information, view session abstracts and learning objectives, and get real time conference updates!

I AM PRESENTING AND NEED TO CHANGE MY A/V.

Presentation rooms will be equipped according to presenter requests. For last-minute audio visual needs or room changes, presenters must contact the conference organizers at the registration desk, but requests are not guaranteed.

PROGRAM CHANGES

Program changes/cancellations will be reflected on the change board near registration area and in the conference app. If you have a program change, please notify the registration staff.

LANYARDS:

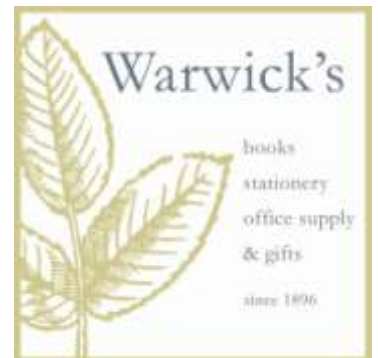
You may return your conference lanyard at the end of the conference to the registration desk.

MESSAGE BOARDS:

Message boards containing conference updates will be set up by the registration area in the Bayview Foyer. There will also be a board for individual posts.

BOOK VENDOR:

Warwick's Bookstore will be selling books near the Registration area on Tuesday. Warwick's, a 4th generation family owned store, is located in the village of La Jolla & specializes in gifts, artisan jewelry, fine pens, stationery, and books and events for all ages.



WHEN IS THE AUCCCD BOARD ELECTION?

The AUCCCD Election opened on October 14, 2013 and will close on Tuesday, October 29 at 12:01 AM. Candidate statements and a link to the election website may be accessed from the AUCCCD website: www.aucccdmembership.org/2013-candidate-statements.

SHUTTLE SCHEDULE – SUNDAY AND MONDAY EVENING

AUCCCD will be providing transportation to the Gaslamp District on Sunday and Monday evenings. There will be two 55 passenger buses looping continuously from 5:30 PM – 10:00 PM. The drop off/pick up point in the Gaslamp Quarter will be **4th and G Street**. The buses will pick up approximately every 15 minutes. The last pick up will be at 10:00PM.

AIRPORT SHUTTLE

The Sheraton offers complimentary shuttle transportation to and from the airport. Call 619-291-2900 or visit the concierge to arrange for your transportation.



Point and Click Solutions Inc.

Specialized Systems for Student Health and Counseling

Integrated Scheduling, Billing, Case Notes and Patient Web Portal



We are a world-class organization of talented and dedicated staff who share a mission of delivering the best possible technology, products and service to our customers in college health and counseling

160+ college sites
8000 system users
15 years of experience

The Point and Click Solutions Counseling System is the most advanced system available for College Counseling Centers.

Some of the key features are:

- * Incredibly flexible, template driven, case note writer
- * Comprehensive counseling template library
- * Support for group case notes
- * Powerful, easy to use scheduling system with counseling features
- * Support for workshops and attendance
- * Easy to use counseling case load manager
- * Integrated support for survey instruments
- * Exclusive distributor of the CelestHealth (TM) BHM-20 and BHM-43
- * Extensive counseling utilization reports
- * Multi-facility capable for satellite and outreach locations
- * Explicit support for trainees and training programs
- * Secure patient web portal with forms, messaging and web bookings

Find out more at www.pointandclicksolutions.com or call (781) 272-9800

Practical Applications FOR Student Mental Health

THE MINDFULNESS & ACCEPTANCE PRACTICE

MINDFULNESS
& ACCEPTANCE
FOR COUNSELING
COLLEGE
STUDENTS



Theory and Practical Applications for
Intervention, Prevention & Outreach

Edited by
JACQUELINE PISTORELLO, PhD

ISBN: 978-1608822225 • US \$49.95

CONTEXT PRESS An Imprint of New Harbinger Publications


new harbinger
CELEBRATING
40 YEARS

1-800-748-6273
newharbinger.com

"This is an exceptional resource for anyone interested in mindfulness and college student mental health."

—GREGORY T. EELLS, PHD,
director of counseling and
psychological services at
Cornell University and
past president of AUCCCD

Every College Student in Recovery Deserves a Haven!



Introducing The Haven,
independent residential
and extended recovery
communities operated by
and for college students
that are springing up at
colleges and universities
across the U.S. We combine

treatment industry best
practices with a mission
to keep it real, keep it safe
and keep it fun.
Shouldn't there be a Haven
at your university?

You have an allergy
to alcohol? Yeah, I break out
in handcuffs.



THE HAVEN
YOUR LIFE, TOGETHER

For more information visit
thehavenatcollege.com
or visit us in The Exhibit Hall

You Can Prevent Suicide on Your Campus Learn How Today...



ALIVE!

Mental Health Fair & Suicide Prevention Tour

LOOK FOR US IN BOOTH #3
CALL FOR MORE INFO
202-669-8500
WWW.ALIVEFAIR.ORG

Conference | Continuing Education

The Association for University and College Counseling Center Directors (AUCCCD) is approved by the American Psychological Association (APA) to sponsor continuing education for psychologists. The Association for University and College Counseling Center Directors (AUCCCD) is an NBCC-Approved Provider and may offer NBCC-approved clock hours for events that meet NBCC requirements. AUCCCD is approved by the National Association of Social Workers and by the NASW Chapter to offer continuing education contact hours for social workers*. AUCCCD maintains responsibility for all aspects of this program and its contents.

In the conference program, you will find the title of each presentation, the names of presenters, descriptions of the presentations, and the educational objectives. To receive continuing education credit for a program, you must attend each session in its entirety. **YOU MUST ATTEND THE PROGRAM FROM START TO FINISH TO RECEIVE CREDIT.**

The continuing education evaluation will be online again this year. You will receive an email with the survey link at the end of the conference. You will have two weeks after the end of the conference to complete the evaluation. You will receive your CE Certificate electronically by November 15. No certificates will be awarded until you fill out your evaluation online. You must have paid your \$15 CE administrative fee in order to be sent the link to the evaluation. Please check with the conference registration desk if you are unsure whether you paid this fee during registration process.

GRIEVANCES

As an APA-approved sponsor of continuing education, AUCCCD is fully committed to conducting all activities in strict adherence to the American Psychological Association's Ethical Principles of Psychologists. As an NBCC-approved sponsor of continuing education, AUCCCD is fully committed to conducting all activities in strict adherence to the American Counseling Association's Code of Ethics. As an NASW and the Board of Social Work approved sponsor of continuing education, AUCCCD is fully committed to conducting all activities in strict adherence to the Code of Ethics of the National Association of Social Workers*. AUCCCD will comply with all legal and ethical responsibilities to be non-discriminatory in promotional activities, program content, and treatment of program participants. Monitoring and assessment of compliance with these standards is the responsibility of the CE Chair for the relevant professional association (**APA**, Michele Willingham, PhD; **NASW**, Reggie Jones, MSS, MLSP; **NBCC**, Monica Z. Osburn, PhD, LPC-S, NCC), in consultation with AUCCCD's Governing Board and the Conference Host Committee.

While AUCCCD goes to great lengths to assure fair treatment for all participants and attempts to anticipate problems, there will be occasional issues that come to the attention of conference staff that require intervention and/or action on the part of the conference staff or AUCCCD officer. The following description serves as a guideline for handling either oral or written grievances by participants:

1. If the grievance concerns a speaker, the content presented by a speaker, or a speaker's presentation style, the grieving individual will be asked to put his/her concerns in writing. The CE Chair will then pass on the comments to the speaker, assuring confidentiality of the grieved individual.
2. If the grievance concerns a workshop offering, its content, level of presentation, or the facilities in which the workshop was offered, the conference host committee chair will mediate and will be the final arbitrator. If the participant requests action, the host committee chair will:
 - a. attempt to move the participant to another workshop, or
 - b. provide a credit for a subsequent year's workshop, or
 - c. provide a partial or full refund of the workshop fee.

Actions 2b and 2c will require a written note, documenting the grievance, for record keeping purposes. The note need not be signed by the grieved individual.

3. If the grievance concerns AUCCCD's CE program, in a specific regard, the CE Chair will attempt to arbitrate.

* Participants seeking social work CEs from other states are urged to contact their state board for specific requirements.

Conference | Elements of Excellence

The Elements of Excellence Committee (E of E) would like to add our welcome as you arrive at this year's conference. We appreciate the chance to provide a brief overview of E of E and the work we do to assist with the ongoing professional development of AUCCCD members.

E of E's mission is to provide impetus to and structure for AUCCCD in addressing leadership and management skill development for counseling center directors. We approach these areas via creative thinking about current and future issues impacting counseling centers, and then translating these efforts into annual AUCCCD workshops and programs in a coordinated, consistent, and collaborative fashion. **The Elements of Excellence Committee** consists of 12 members and is led by two co-chairs, all appointed by the Board, with each member serving three year terms in staggered classes to assure continuity and change.

All Elements of Excellence programs are highlighted in this color for easy reference.

E of E History: In response to the perceived threats of managed health care and potential outsourcing of our centers, the Elements of Excellence Committee was initiated in 1995 as the "Managed Care Task Force" by then AUCCCD President, Dennis Heitzmann. The group was comprised of volunteer members with each new AUCCCD President serving as chair. After the initial year focusing on managed health care concerns, it became clear that the group's focus needed to shift to address the broader set of critical issues facing counseling centers. Reflecting this wider emphasis, the name was changed in 1996 to the "Elements of Excellence Task Force." In 1999, President Jack Corazzini appointed Dennis Heitzmann and Kathy Hotelling as co-chairs for three years to insure greater continuity of leadership for the group. From 1997-1999, the group met at the home site of the standing AUCCCD president, who served as host for the meeting. The primary focus of this meeting was to generate and organize conference programs designed to strengthen the distinctive management skills required by our Centers, often not a part of any previous training. In 2000, plans were made to increase the financial support for those attending the E of E mid-year meeting to encourage greater inclusivity. Elements of Excellence was made an ongoing committee of AUCCCD in 2005. The current structure reflects AUCCCD's desire to have a more deliberately selected, fully financially supported, and appropriately diverse membership to best accomplish the current educational mission of the E of E. The E of E committee currently holds a two-day mid-year retreat annually for all Core Group members where the primary discussion and planning for these conference programs takes place. Up to three invited guest directors join this mid-year meeting to expand our reach and increase the richness of our discussions.

Get connected! The Elements of Excellence twelve member standing committee of AUCCCD is hosting a breakfast meeting to exchange information about EofE, discuss your suggestions and reflections on its purpose, and explore your interest in getting involved. EofE is charged to present both relevant and timely programs to promote ongoing director development in the areas of management skills, leadership, and creative visioning via AUCCCD programs and pre-conference workshops. EofE members coordinate the programs and are often presenters along with others from across our membership. EofE hopes to continue to increase representation of the greater AUCCCD membership and welcomes directors from all campus sizes and professional backgrounds. **Please note: Breakfast will not be provided in our breakout room, so please visit the main breakfast buffet and bring your breakfast with you!**

CURRENT ELEMENTS OF EXCELLENCE COMMITTEE MEMBERS

Co-chairs:

Lauren Weitzman & Ellen Taylor

Core Group Members:

Marita Barkis

Sam Cochran

Kristen Gray

Steve Sprinkle

Yolanda Bogan

Wanda Collins

John Dunkle

Todd Sevig

Abigail Lipson

Conference | Keynote Speakers

WHISTLING VIVALDI: HOW STEREOTYPES AFFECT US AND WHAT WE CAN DO

Dr. Claude Steele, Stanford University

Sunday, October 27 | 10:30 AM – 12:00 PM



Claude Steele currently holds the appointment of I. James Quillen Dean of the School of Education at Stanford University. Previously, he served as the twenty-first provost of Columbia University, as well as professor of psychology. He was educated at Hiram College and at Ohio State University, where he received his Ph.D. in psychology in 1971. He has received honorary degrees from the University of Michigan, the University of Chicago, Yale University, Princeton University, and from the University of Maryland, Baltimore County.

Before joining Columbia University, he was a faculty member at Stanford University, holding appointments as the Lucie Stern Professor in the Social Sciences, as director of the Center for Comparative Studies in Race and Ethnicity, and as the director of the Center for Advanced Study in the Behavioral Sciences. He is recognized as a leader in the field of social psychology and for his commitment to the systematic application of social science to problems of major societal significance.

His book titled “Whistling Vivaldi and Other Clues to How Stereotypes Affect Us” examines his theory of stereotype threat, which has been the focus of much of his research throughout his academic career.

Steele's work has been published in numerous scholarly journals, and he has been elected to several academic organizations, including the National Academy of Sciences and the National Academy of Education. He has received numerous fellowships and awards, including the Dean's Teaching Award from Stanford and the Donald Campbell Award from the Society for Personality and Social Psychology (2001).

BRAINSTORM: DISCOVERING THE HIDDEN POWER AND PURPOSE OF THE ADOLESCENT MIND

Dr. Daniel J. Siegel, UCLA School of Medicine

Monday, October 28 | 10:30 AM – 12:00 PM



Daniel J. Siegel, M.D. is currently clinical professor of psychiatry at the UCLA School of Medicine and the Co-Director of the Mindful Awareness Research Center. He is also the Executive Director of the Mindsight Institute, which offers online learning and in-person lectures that focus on how the development of mindsight in individuals, families and communities can be enhanced by examining the interface of human relationships and basic biological processes. Dr. Siegel has published extensively for the professional audience. He serves as the Founding Editor for the Norton Professional Series on Interpersonal Neurobiology which contains over two dozen textbooks. *The Mindful Therapist* (2010) explores the application of focusing techniques for the clinician's own development, as well as their clients' development of mindsight and neural integration. Dr. Siegel's book, *Mindsight* (2010) offers the general reader an in-depth exploration of the power of the mind to integrate the brain and promote well-being. His latest parenting book, *The Whole-Brain Child* with Tina Payne Bryson, PhD, explores the application of the mindsight approach to parenting. He has been invited to lecture for the King of Thailand, Pope John Paul II, His Holiness the Dalai Lama, Google University, and TEDx. For more information, please visit: www.DrDanSiegel.com.

Conference | Program Check List

Saturday, October 26 – Preconference	Tuesday, October 29
8:30A – 11:30A (3 CE Units)	10:30A – 12:00P (1.5 CE Units)
<input type="checkbox"/> Veterans on our Campuses	<input type="checkbox"/> Surviving and Thriving in the “New Normal” (EofE)
<input type="checkbox"/> Building Communities, Transforming Lives	<input type="checkbox"/> Interfacing with Campus Constituents
8:30A – 4:00P (6 CE Units)	<input type="checkbox"/> Personal and Academic Video Counseling
<input type="checkbox"/> Surviving and Thriving as a New Director (EofE)	<input type="checkbox"/> Mindful Self-Compassion
<input type="checkbox"/> Engineering Campus Caring	<input type="checkbox"/> Connected College Counseling Centers
<input type="checkbox"/> Effective Postvention Strategies	<input type="checkbox"/> One Destination, Multiple Pathways (Diversity Scholars)
<input type="checkbox"/> Mindfulness Tools	1:30P – 3:00P (1.5 CE Units)
<input type="checkbox"/> Improv(ement)	<input type="checkbox"/> Rejuvenating and Recalibrating Counseling Center Work (EofE)
1:00P – 4:00P (3 CE Units)	<input type="checkbox"/> Clinical Supervision in the College/University Setting
<input type="checkbox"/> Mindful Multiculturalism (EofE)	<input type="checkbox"/> Working with Suicidal Students
<input type="checkbox"/> Ethical Considerations for Civilian Providers	<input type="checkbox"/> From Vision to Learning Outcomes
<input type="checkbox"/> Traumatized Students – What to do?	<input type="checkbox"/> Implementing a Wellness Mentor Program
Sunday, October 27	<input type="checkbox"/> Retirement
10:30A – 12:00P (1.5 CE Units)	<input type="checkbox"/> What a Great Idea
<input type="checkbox"/> Whistling Vivaldi: How Stereotypes Affect Us (Keynote)	3:30P – 5:00P (1.5 CE Units)
1:30P – 3:00P (1.5 CE Units)	<input type="checkbox"/> Managing Mission Muddles (EofE)
<input type="checkbox"/> Narratives and Numbers (EofE)	<input type="checkbox"/> Dr. Smith is no Longer at the Counseling Center
<input type="checkbox"/> Critical Issues in Student Counseling	<input type="checkbox"/> Providing Counseling Services for Students at Satellite
<input type="checkbox"/> Identifying and Measuring Student Learning Outcomes	<input type="checkbox"/> IACS Field Visitor Training
<input type="checkbox"/> The Professional Health Project	<input type="checkbox"/> Commuter Campuses Networking
<input type="checkbox"/> Unfolding the 2012 AUCCCD Annual Survey	<input type="checkbox"/> Social Media and Threat Assessment
<input type="checkbox"/> Creating Welcoming Spaces	<input type="checkbox"/> Clinical versus Actuarial Assessments
3:30P – 5:00P (1.5 CE Units)	Wednesday, October 30
<input type="checkbox"/> Schools by Size Session	8:30A – 10:00A (1.5 CE Units)
<input type="checkbox"/> Emeritus Town Hall Session	<input type="checkbox"/> IACS Issues of Accreditation
5:15P – 6:45P (1.5 CE Units)	<input type="checkbox"/> When the Supervisor is Gay
<input type="checkbox"/> CCMH Meeting	<input type="checkbox"/> How Important is the Intake
Monday, October 28	<input type="checkbox"/> You did what with Titanium?
8:30A – 10:00A (1.5 CE Units)	<input type="checkbox"/> Transgender Affirming Care
<input type="checkbox"/> Developing Allies (EofE)	<input type="checkbox"/> A Tale of Two Surveys
<input type="checkbox"/> College Student Suicide – An Update	<input type="checkbox"/> Understanding Suicide Clusters
<input type="checkbox"/> Give me a Break	10:30A – 12:00P (1.5 CE Units)
<input type="checkbox"/> Ethical Challenges in Counseling Centers	<input type="checkbox"/> Directors on Duty (EofE)
<input type="checkbox"/> Collaborative Learning	<input type="checkbox"/> Maintenance of Competence
<input type="checkbox"/> The Roles of University Case Managers	<input type="checkbox"/> Wearing Two Hats
<input type="checkbox"/> Combined Destinies	<input type="checkbox"/> Intake Assessment
10:30A – 12:00P (1.5 CE Units)	<input type="checkbox"/> Mandated Counseling
<input type="checkbox"/> Brainstorm: Discovering the Hidden Power (Keynote)	<input type="checkbox"/> Director Swap
	<input type="checkbox"/> Challenges and Opportunities

Conference | Schedule

FRIDAY, OCTOBER 25

Time	Event	Location	Ref#
8:30A – 5:00P	AUCCCD Board Meeting	Executive Boardroom	
3:00P – 6:00P	Registration	Bayview Foyer	

SATURDAY, OCTOBER 26

Time	Event	Location	Ref#
7:00A – 6:00P	Registration	Bayview Foyer	
7:00A – 8:30A	Continental Breakfast	Bayview Foyer	
8:00A – 1:00P	IACS Board of Directors' Meeting / Board of Accreditation Meeting	Spinnaker 1	
8:30A – 12:00P	AUCCCD Board Meeting	Executive Boardroom	
8:30A – 11:30A	AM Preconference Workshops		

Veterans on Our Campuses: Facilitating the Transition from Military Life to College Life Nautilus 3 PC 1

Richard Rogers, Ph.D., University of La Verne (5,001 - 9,000)

Anna Lock, Psy.D., Loyola Marymount University (5,001 - 9,000)

Topic: Outreach and Prevention; Staff/Professional Development; Campus Diversity

Level: Introductory

Building Communities, Transforming Lives: Learning New Ways to Address Student Disruptions Nautilus 4 PC 2

Saundra "Saunie" Lynch Ervin, Ed.D., Prince George's Community College (15,001 - 22,000)

Kimberly McGhee, MA, Prince George's Community College (15,001 - 22,000)

Chayse Davis, MA, Prince George's County Government, Department of Family Services

Topic: Staff professional development

Level: Advanced

8:30A – 4:00P Full Day Preconference Workshops

Surviving and Thriving as a New Director: An Introductory Leadership Institute (An Elements of Excellence Program) Nautilus 5 PC 3

Sam Cochran, Ph.D., University of Iowa (22,001 – 32,000)

John Dunkle, Ph.D., Northwestern University (15,001 – 22,000)

Kristen Gray, Psy.D., Hope College (3,001 – 5,000)

Connie Horton, Ph.D., Pepperdine University (5,001 – 9,000)

Steve Sprinkle, Ph.D., University of San Diego (5,001 – 9,000)

Lauren Weitzman, Ph.D., University of Utah (32,001+)

Ellen Taylor, Ph.D., University of Washington (32,001+)

Abigail Lipson, Ph.D., Harvard University (22,001 – 32,000)

Topic: Leadership/management

Level: Introductory

Engineering Campus Caring: Enhancing Student Support Networks Marina 5 PC 4

Charles Morse, MA, Worcester Polytechnic Institute (5,001 - 7,500)

Jennifer D'Andrea, Ph.D., Wesleyan University (3,001 - 5,000)

Topic: Outreach and prevention work

Level: Intermediate

Conference | Schedule

SATURDAY, OCTOBER 26

Time	Event	Location	Ref#
8:30A – 4:00P	Full Day Preconference Workshops		
	<i>Effective Postvention Strategies for Responding to Student Suicide Deaths: Research, Policies, and Gatekeeper Exercises</i>	Nautilus 2	PC 5
	Cory Wallack , Ph.D., Syracuse University (15,001 - 22,000) Brian Mistler , Ph.D., Ringling College of Art and Design (1,501 - 2,500) Topic: Outreach and prevention work Level: Intermediate		
	<i>Mindfulness Tools: A One Day Experiential Workshop based on Mindfulness Based Stress Reduction</i>	Nautilus 1	PC 6
	Erika Horwitz , Ph.D., Simon Fraser University (32,001+) Topic: Counseling/clinical work Level: Introductory		
	<i>Improv(ement): Unleash Clinical and Administrative Potential Through the Art of Improvisation</i>	Spinnaker 2	PC 7
	David Reetz , Ph.D., Aurora University (3,001 - 5,000) Thomas Murray , Ph.D., University of North Carolina School of the Arts (Under 1,500) Topic: Clinical work/Leadership/Staff development Level: Intermediate		
1:00P – 4:00P	PM Preconference Workshops		
	<i>Mindful Multiculturalism: Implications for counseling center directors (An Elements of Excellence Program)</i>	Nautilus 4	PC 8
	Yolanda Bogan , Ph.D., Florida A&M University (One Person Centers) Ellen Taylor , Ph.D., University of Washington (32,001+) Kristen Gray , Psy.D., Hope College (3,001 - 5,000) Orin Strauchler , Psy.D., Mount Saint Mary College (3,000/not one person centers) Wanda Collins , Ph.D., American University (9,001 – 15,000) Topic: Campus diversity, equity, inclusion Level: Intermediate		
	<i>Ethical Considerations for Civilian Providers Working with Military Members and Veterans</i>	Marina 6	PC 9
	Elizabeth Parins , Psy.D., Center for Deployment Psychology Topic: Ethics, legal concerns, risk management Level: Advanced		
	<i>Traumatized Students-What to do? The Trauma Resiliency Model - a simple neurobiological approach to treating trauma.</i>	Nautilus 3	PC 10
	Richard Rogers , Ph.D., University of La Verne (5,001 - 9,000) Ellen Elgart , MSW, St. John's College (Under 1,500) Topic: Counseling/Clinical, Outreach/Prevention, Diversity/Inclusion Level: Intermediate		
4:00P – 6:00P	New Director and First Time Attendees' Workshop	Marina 2	
5:00P – 6:30P	Reception, Hosted by the AUCCCD Board (open to all)	Nautilus Foyer	
6:30P – 10:30P	Opening Reception & Entertainment	Bayview Lawn	

Conference | Schedule

SUNDAY, OCTOBER 27

Time	Event	Location	Ref#
7:00A – 6:00P	Registration	Bayview Foyer	
7:00A – 8:30A	Continental Breakfast	Nautilus Foyer	
7:00A – 5:00P	Exhibit Hall Open	Nautilus Foyer	
7:00A – 8:00A	Worship Service, led by Don Paulson	Spinnaker II	
7:15A – 8:15A	Research Consortium Meeting, led by Chris Brownson and David Drum	Nautilus 2	
7:30A – 8:00A	Mindfulness Meditation, led by Don Maurer	Room 518	
8:30A – 9:30A	Partners' Orientation, led by Don Maurer	Marina 5	
8:30A – 10:00A	First Business Meeting		

Agenda

Grande AB

- I. Call to Order/Welcome from the President - Dan Jones
- II. Welcome/Announcements from Host Committee - Reina Juarez
- III. Introduction of Governing Board Candidates - Dan Jones
- IV. New Director/First Time Attendee Information - Kristen Gray
- V. Diversity Leadership Mentoring Program Introductions - Mark Thompson
- VI. Elements of Excellence Report - Lauren Weitzman and Ellen Taylor
- VII. Scholarship Award - Micky Sharma and David Spano
- VIII. Contribution of Articles to Journal of College Student Psychotherapy – Greg Eells
- IX. Presidential Awards - Dan Jones
- X. Introduction of Governing Board Members and Work Areas
 - a. Membership – Sharon Mitchell
 - b. Research and Science – Robert Rando
 - c. Conference and Program Planning – David Spano
 - d. Communication – Micky Sharma
 - e. Director Development – Mark Thompson
 - f. Diversity – Chuy Aros
- XI. Adjournment

10:00A – 10:30A Coffee Break in the Exhibit Hall

Nautilus Foyer

Conference | Schedule

SUNDAY, OCTOBER 27

Time	Event	Location	Ref#
10:30A – 12:00P	Keynote Speaker		
	Dr. Claude Steele , Stanford University	Grande AB	
	<i>Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do</i>		
	Claude Steele, internationally renowned social scientist and Dean of the Graduate School of Education at Stanford, will discuss his theory of stereotype threat, which has been the focus of much of his research and writing throughout his academic career. The theory examines how people from different groups, being threatened by different stereotypes, can have quite different experiences in the same situation. It has also been used to understand group differences in performance ranging from the intellectual to the athletic. Steele's recent book, "Whistling Vivaldi: And Other Clues to How Stereotypes Affect Us and what we Can Do," published in 2010, was based on this research and lays out a plan to mitigate the negative effects of "stereotype threat".		
	Objective:		
	❖ As a result of attending this presentation, participants will be able to describe how stereotype threat theory accounts for differences in group performance in a wide range of endeavors, ranging from intellectual to athletic.		
12:00P – 1:30P	Multicultural Directors' Luncheon	Spinnaker	
12:00P – 1:30P	Directors from Catholic Schools Luncheon	Marina 5	
1:30P – 3:00P	Concurrent Sessions		
	<i>Narratives and Numbers: Telling Our Stories Using Quantitative and Qualitative Data (An Elements of Excellence Program)</i>	Nautilus 5	BO 1
	John Dunkle , Ph.D., Northwestern University (15,001 – 22,000)		
	Jonathan Perry , Ph.D., University of Arkansas (22,001 - 32,000)		
	Sherry Benton , Ph.D., University of Florida (32,000+)		
	Micky Sharma , Licensed Psychologist, The Ohio State University (32,000+)		
	Topic: Leadership/management		
	Level: Advanced		
	<i>Critical Issues in Student Counseling: An Examination of Anxiety in Today's College and University Student</i>	Nautilus 1	BO 2
	Ian Birky , Ph.D., Lehigh University (5,001 - 9,000)		
	Greg Eells , Ph.D., Cornell University (15,001 – 22,000)		
	Wanda Collins , Ph.D., American University (9,001 – 15,000)		
	Sandy Colbs , Ph.D., Illinois State University (15,001 – 22,000)		
	Topic: Counseling/clinical work		
	Level: Intermediate		
	<i>Identifying and Measuring Student Learning Outcomes in Counseling Centers: Making a Requirement Meaningful</i>	Nautilus 2	BO 3
	Connie Horton , Ph.D., Pepperdine (3,001 - 5,000)		
	Susan Prieto-Welch , Ph.D., Purdue (32,001+)		
	Bruce Herman , Ph.D., University of Maryland, Baltimore County (9,001 - 15,000)		
	Topic: Leadership/management		
	Level: Intermediate		

Conference | Schedule

SUNDAY, OCTOBER 27

Time	Event	Location	Ref#
1:30P – 3:00P	Concurrent Sessions		
	<i>The Professional Health Project: A Collaborative Academic Partnership to Strengthen Student Resilience and Coping</i>	Nautilus 3	BO 4
	David Wallace , Ph.D., University of Missouri -Columbia (32,001+)		
	Topic: Outreach and prevention work		
	Level: Intermediate		
	<i>Unfolding the 2012 AUCCCD Annual Survey: An In-depth Analysis of Five Critical Questions</i>	Nautilus 4	BO 5
	David Reetz , Ph.D., Aurora University (3,001 - 5,000)		
	Brian Krylowicz , Ph.D., Springfield College (3,001 - 5,000)		
	Victor Barr , Ph.D., University of Tennessee - Knoxville (22,001 – 32,000)		
	Topic: Leadership/management		
	Level: Intermediate		
	<i>Creating Welcoming Spaces for Students Who Aren't Clients--Yet</i>	Marina 6	BO 6
	Anna Beth Payne , Ph.D., Susquehanna University (1,501 - 2,500)		
	Alan Goodwin , Ph.D., California Lutheran University (3,001 - 5,000)		
	Todd Sevig , Ph.D., University of Michigan (32,000+)		
	Deborah Harper , Ph.D., Ithaca College (5,001 – 7,500)		
	Barbara Thomas , Ph.D., University of San Francisco, CAPS (9,001 – 15,000)		
	Topic: Outreach and prevention work		
	Level: Intermediate		
3:00P – 3:30P	Refreshment Break in the Exhibit Hall, Sponsored by ProtoCall	Nautilus Foyer	



Conference | Schedule

SUNDAY, OCTOBER 27

Time	Event	Location	Ref#
3:30P – 5:00P	Schools by Size Sessions		
	One Person Centers, < 2,000 (Last Name A – L) – Susan Moon, Culver-Stockton College	Nautilus 1	BO 7
	One Person Centers, < 2,000 (Last Name M-Z) – Laura Wagner, Saint Joseph’s College	Nautilus 1	
	> One Person Centers, < 3,000 (Last Name A – F) – Anna Beth Payne, Susquehanna University	Nautilus 5	
	> One Person Centers, < 3,000 (Last Name G - O) – Janet Spoltore, Connecticut College	Nautilus 5	
	> One Person Centers, < 3,000 (Last Name P - Z) – Sue Platt, Salus University	Nautilus 5	
	Schools 3,001 – 5,000 (Last Name A – G) – Barbara Hardin, St. Mary’s University	Nautilus 2	
	Schools 3,001 – 5,000 (Last Name H - M) – Donn Marshall, University of Puget Sound	Nautilus 2	
	Schools 3,001 – 5,000 (Last Name N - Z) – Anne Kearny, Le Moyne College	Nautilus 2	
	Schools 5,001 – 9,000 (Last Name A – H) – Patti Fleck, Missouri S&T	Nautilus 3	
	Schools 5,001 – 9,000 (Last Name I - P) – Deb Harper, Ithaca College	Nautilus 3	
	Schools 5,001 – 9,000 (Last Name Q - Z) – Stacie Turks, University of the Pacific	Nautilus 3	
	Schools 9,001 – 15,000 (Last Name A – F) – Bill Fiala, Azusa Pacific University	Nautilus 4	
	Schools 9,001 – 15,000 (Last Name G - P) – Barbara Thomas, University of San Francisco	Nautilus 4	
	Schools 9,001 – 15,000 (Last Name Q - Z) – Joan Pulakos, University of Idaho	Nautilus 4	
	Schools 15,001 – 22,000 (Last Name A-J) – Drew Miller, Sam Houston State University	Marina 5	
	Schools 15,001 – 22,000 (Last Name K-Z) – Kip Alishio, Miami University of Ohio	Marina 6	
	Schools 22,001 – 32,000 (Last Name A-K) – Jackie Alvarez, Oregon State University	Grande C	
	Schools 22,001 – 32,000 (Last Name L-Z) – Mary Bolin, University of Kentucky	Grande C	
	Schools 32,001+ (Last Name A-L) – Maggie Gartner, Texas A&M	Grande C	
	Schools 32,001+ (Last Name M-Z) – David Wallace, University of Missouri	Grande C	
	Emeritus Directors (All) – Bob Lees, Emeritus	Spinnaker	
5:00P – 6:30P	IACS Wine and Cheese Reception (open to all members)	Bayview Lawn	
5:15P – 6:45P	Ancillary Session		
	CCMH Meeting	Grande C	BO 8
	Ben Locke , Ph.D., Penn State University (32,001+)		
	Topic: Other		
	Level: Intermediate		
6:00P	Group Dinners/Evening on your own (see updates on conference boards near registration <u>or</u> the conference app)		

Conference | Schedule

MONDAY, OCTOBER 28

Time	Event	Location	Ref#
7:00A – 1:00P	Registration	Bayview Foyer	
7:00A – 8:30A	Continental Breakfast	Nautilus Foyer	
7:00A – 12:00P	Exhibit Hall Open	Nautilus Foyer	
7:00A – 8:00A	Bob McGrath Annual Fun Run and Walk	Lobby	
7:00A – 8:15A	International Directors' Interest Breakfast	Spinnaker 2	
7:30A – 8:00A	Mindfulness Meditation, led by Don Maurer	Room 518	
7:30A – 8:30A	Elements of Excellence Breakfast Meeting (Please visit main breakfast buffet and bring breakfast with you)	Grande C	
8:30A – 10:00A	Concurrent Sessions		
	<i>Developing Allies: Ethical and Practical Issues in Partnering with Students to Marshal Resources for Counseling Centers (An Elements of Excellence Program)</i>	Nautilus 4	BO 9
	Ellen Taylor , Ph.D., University of Washington (32,001+) Todd Sevig , Ph.D., University of Michigan (32,001+) Colleen Cook , Ph.D., Bard College at Simons Rock (One Person Centers) Topic: Ethics, legal concerns, risk management Level: Intermediate		
	<i>College Student Suicide - An Update</i>	Nautilus 1	BO 10
	Allan J Schwartz , Ph.D., University of Rochester (9,001 - 15,000) Topic: Staff professional development Level: Intermediate		
	<i>Give me a Break: Humor and Healing in Psychotherapy</i>	Nautilus 3	BO 11
	Barbara Thomas , Ph.D., University of San Francisco (9,001 - 15,000) Topic: Counseling/clinical work Level: Intermediate		
	<i>Ethical Challenges in Counseling Centers: Pathways to Resolving Dilemmas and Unfolding Potential</i>	Nautilus 5	BO 12
	Tom Murray , Ph.D., UNC-School of the Arts (Under 1,500) Carol O'Saben , Ph.D., Northern Arizona University (Emeritus) Marcus Hotaling , Ph.D., Union College (1,501 - 2,500) Kirk Dougher , Ph.D., Florida Atlantic University (22,001 - 32,000) Topic: Ethics, legal concerns, risk management Level: Intermediate		

Conference | Schedule

MONDAY, OCTOBER 28

Time	Event	Location	Ref#
8:30A – 10:00A	Concurrent Sessions		
	<i>Collaborative Learning: Implementing Effective, Research Informed AOD Prevention Programs</i>	Marina 6	BO 13
	Spencer Deakin , Ph.D., Frostburg State University (5,001 – 9,000)		
	David Spaulding , Ph.D., Sewanee: University of the South (3,001 - 5,000)		
	Topic: Outreach and prevention work		
	Level: Intermediate		
	<i>The Roles of University Case Managers</i>	Nautilus 2	BO 14
	Rosa B Ament , Ph.D., Pace University Westchester Campuses (3,001 - 5,000)		
	Victor W Barr , Ph.D., University of Tennessee – Knoxville (22,001 - 32,000)		
	Micky M. Sharma , Psy.D., The Ohio State University (32,000+)		
	Topic: Leadership/management		
	Level: Intermediate		
	<i>Combined Destinies: Whites Sharing Grief about Racism - Book Reading and Discussion</i>	Marina 5	BO 15
	Caroline Haskell , MSSW, LCSW, BCD, California State University, Monterey Bay (5,001 - 9,000)		
	Topic: Campus diversity, equity, inclusion		
	Level: Intermediate		
10:00A – 10:30A	Coffee Break in Exhibit Hall	Nautilus Foyer	
10:30A – 12:00P	Keynote Speaker		
	Dr. Dan Siegel , UCLA School of Medicine / Co-Director of Mindful Awareness Research Center	Grande AB	
	<i>Brainstorm: Discovering the Hidden Power & Purpose of the Adolescent Mind</i>		
	In this presentation we will explore the nature of the changes in the teenage brain and how they set the stage for changes in adolescent mental, physical, and interpersonal well-being. We will explore the increased risk-taking and statistically demonstrated heightened chances of harm during this period of life. But these negative aspects of adolescence are only one side of the coin of this period of life. Seen from an inside view, adolescence is an essential part of our development and our evolution. This "inside out approach" to the second dozen years of life gives us an exciting new perspective on the essence of adolescence: Emotional intensity, social engagement, novelty-seeking, and creative explorations are not aspects of an "immature" stage of development but actually can be seen as a necessary set of characteristics that are essential for both the individual's development and for the health and adaptation of our species. Further, these features of the teenage brain set the stage for changes that not only shape our life as adolescents, but can surprisingly be seen as essential to thriving in adulthood. How we approach adolescence as a period and adolescents as individuals can make all the difference in how these important years are navigated well.		
	Objectives:		
	❖ Identify changes in the teenage brain responsible for increase risk taking.		
	❖ Outline how integration in the brain during adolescence promotes gist-thinking.		
	❖ Name 4 essential aspects of adolescence.		
12:15P – 6:00P	Tours, see page 12 for more detail	Meet in lobby	

Conference | Schedule

TUESDAY, OCTOBER 29

Time	Event	Location	Ref#
7:00A – 6:00P	Registration	Bayview Foyer	
7:00A – 8:30A	Continental Breakfast	Nautilus Foyer	
7:00A – 5:00P	Exhibit Hall Open	Nautilus Foyer	
7:00A – 8:30A	IACS Field Visitor Meeting (for current visitors only)	Marina 6	
7:30A – 8:00A	Mindfulness Meditation	Room 518	
8:30A – 10:00A	Second Business Meeting		

Agenda

Grande AB

- I. Call to Order/Comments by the President – Dan Jones
- II. Announcement from Host Committee – Reina Juarez
- III. Governing Board Elections, Winner Announced – Dan Jones
- IV. Treasurer’s Report – Chuck Davidshofer
- V. AUCCCD External Liaison Reports
- VI. Emeritus Director Program – Bob Lees and Peggy Gaynor
- VII. Recognition of Retired and Deceased Directors – Sharon Mitchell
- VIII. Conference Reports
 - a. 2014 – Chicago, IL – Host Committee – Joe Behen
 - b. 2015: Salt Lake City, UT, Host Committee – Dianna Abel and Lauren Weitzman
- IX. Governing Board Reports
 - a. President’s Report – Dan Jones
 - b. Recognition of Board Members with Completed Terms of Office – Dan Jones
 - c. Board Announcements and Actions
- X. 2014 Room Drawing
- XI. Adjournment

10:00A – 10:30A	Coffee Break in the Exhibit Hall	Nautilus Foyer	
10:30A – 12:00P	Concurrent Sessions		

Surviving and Thriving in the “New Normal” (An Elements of Excellence Program) Nautilus 5 BO 16

Kristen Gray, Ph.D., Hope College (3,001 – 5,000)

Connie Horton, Ph.D., Pepperdine University (3,001 - 5,000)

Monroe Rayburn, Ph.D., The Catholic University of America (5,001 - 9,000)

Orin Strauchler, Psy.D., Mount Saint Mary College (3,000/not one person centers)

Topic: Leadership/management

Level: Intermediate

Interfacing with Campus Constituents: Roles, Boundaries and Ethics for Counseling Services Nautilus 3 BO 17

Rose Signorello, Ph.D., University of St. Thomas (3,001 - 5,000)

Elsa Arce, Ph.D., Chatham University (1,501 - 2,500)

Terence Hannigan, Ph.D., ABPP, Manhattan College (3,001 - 5,000)

Barbara Hardin, Ph.D., St. Mary’s University (3,001 - 5,000)

Topic: Consultation

Level: Intermediate

Conference | Schedule

TUESDAY, OCTOBER 29

Time	Event	Location	Ref#
10:30A – 12:00P	Concurrent Sessions		
	<i>Personal and academic video counseling to students and what we learned the first year</i>	Marina 6	BO 18
	Larry Long , Ph.D., University of Kansas Medical Center (1,501 - 2,500)		
	Topic: Counseling/clinical work		
	Level: Introductory		
	<i>Mindful Self-Compassion: A new science of well-being and emotional resilience</i>	Nautilus 2	BO 19
	Edward Hattauer , Ph.D., St. John's University (15,001 - 22,000)		
	Topic: Counseling/clinical work		
	Level: Introductory		
	<i>Connected College Counseling Centers: The Caring Campus Project</i>	Nautilus 4	BO 20
	Jon Brunner , Ph.D., Florida Gulf Coast University (9,001 - 15,000)		
	David Wallace , Ph.D., University of Missouri (32,001+)		
	Liz Gong-Guy , Ph.D., UCLA (32,001+)		
	<i>Discussants:</i>		
	Steve Brown , Ph.D., East Tennessee State University (9,001 – 15,000)		
	Jes-James Sellers , Ph.D., Case Western Reserve University (9,001 – 15,000)		
	Linda Reymann , Ph.D., LCPC, RN, Stevenson University (3,001 – 5,000)		
	Dave Spano , Ph.D., University of North Carolina – Charlotte (22,001 – 32,000)		
	Claudia Carroll , PhD., St. Edwards University (5,001 – 9,000)		
	Topic: Leadership/Management		
	Level: Advanced		
	<i>One Destination, Multiple Pathways: Breaking down barriers with students, trainees and staff (Diversity Scholars Program)</i>	Marina 5	BO 21
	Dianne Aguero-Trotter , Ph.D., Seton Hall University (9,501 – 15,000)		
	Adriana DiPasquale , Psy.D., College of the Holy Cross (3,001 – 5,000)		
	Xuhua Qin , Ph.D., Tufts University (9,001 – 15,000)		
	Topic: Clinical Work/Training/Staff Development		
	Level: Intermediate		
12:00P – 1:30P	Women Directors' Lunch	Grande C	
12:00P – 1:30P	Emeritus Directors' Lunch	Harbors Edge	

Conference | Schedule

TUESDAY, OCTOBER 29

Time	Event	Location	Ref#
1:30P – 3:00P	Concurrent Sessions		
	<i>Rejuvenating and Recalibrating Counseling Center Work: In Search of Values, Roles, and then.....Decisions (An Elements of Excellence Program)</i>	Nautilus 1	BO 22
	Todd Sevig , Ph.D., University of Michigan (32,001+) Lauren Weitzman , Ph.D., University of Utah (32,001+) Bruce Herman , Ph.D., University of Maryland - Baltimore County (9,001 - 15,000)		
	Topic: Leadership/management Level: Intermediate		
	<i>Clinical Supervision in the College/University Setting: Historical perspectives, current issues and future challenges</i>	Nautilus 3	BO 23
	Janet Spoltore , Ph.D., Connecticut College (1,501 - 2,500) Susan Prieto-Welch , Ph.D., Purdue University (32,001+) Robert Rando , Ph.D., Wright (9,001 - 15,000)		
	Topic: Counseling/clinical work Level: Intermediate		
	<i>Working with Suicidal Students using the Collaborative Assessment and Management of Suicidality (CAMS)</i>	Nautilus 2	BO 24
	David Schroat , Ph.D., University of Michigan-Dearborn (5,001 - 9,000) Monroe Rayburn , Ph.D., The Catholic University of America (5,001 – 9,000)		
	Topic: Counseling/clinical work Level: Intermediate		
	<i>From Vision to Learning Outcomes: Assessment and Strategic Planning Workshop for Student Affairs</i>	Marina 6	BO 25
	Brian Mistler , Ph.D., Ringling College of Art and Design (Under 1,500) Scott Strader , Ph.D., Eckerd College (1,501 - 2,500)		
	Topic: Leadership/management Level: Introductory		
	<i>Implementing a Wellness Mentor Program</i>	Marina 5	BO 26
	Kyle Bishop , Ed.D., St. Mary's College of Maryland (1,501 - 2,500)		
	Topic: Outreach and prevention work Level: Intermediate		

Conference | Schedule

TUESDAY, OCTOBER 29

Time	Event	Location	Ref#
1:30P – 3:00P	Concurrent Sessions		
	<i>Retirement: End of the Professional Road or Beginning of Serendipitous Pathways</i>	Nautilus 4	BO 27
	Geraldine Piorkowski , Ph.D., Emeritus (Moderator) Carol Geer , Ph.D., Emeritus Jeffrey Pollard , Ph.D., Emeritus Thomas Seals , Ph.D., Emeritus		
	Topic: Other - Professional Development of Directors Level: Intermediate		
	<i>What A Great Idea: Innovations in College Counseling</i>	Nautilus 5	BO 28
	Lorna Farmer , MSW, LCSW, Centenary College (3,000 - 5,000) Susan MacQuiddy , Ph.D., Colorado State University (22,001 - 32,000) Elizabeth Gong-Guy , Ph.D., University of California - Los Angeles (32,001+) Christine Conway , Ph.D., Franklin and Marshall College (1,501 - 2,500) Jeanne Manese , PhD., UC Irvine (22,001 - 32,000) Deena Crawford , MSW, University of Southern Mississippi (15,001 - 22,000) Abigail Lipson , Ph.D., Harvard University (22,001 - 32,000)		
	Topic: Outreach and prevention work Level: Intermediate		
3:00P – 3:30P	Refreshment Break in Exhibit Hall	Nautilus Foyer	
3:30P – 5:00P	Concurrent Sessions		
	<i>Managing Mission Muddles: “Do You Do Life-Coaching?” (An Elements of Excellence Program)</i>	Nautilus 1	BO 29
	Abigail Lipson , Ph.D., Harvard University (15,001 - 22,000) Yolanda Bogan , Ph.D., Florida A&M University (9,001 - 15,000) Mark Thompson , Ph.D., Colgate University (3,001 - 5,000)		
	Topic: Ethics, legal concerns, risk management Level: Intermediate		
	<i>“Dr. Smith is no longer at the Counseling Center”—the impact of forced employment termination of one on the remaining staff</i>	Nautilus 3	BO 30
	Raquel Contreras , Ph.D., Clemson University (22,001 - 32,000) Steve Brown , Ph.D., East Tennessee State University (9,001 - 15,000) Jane Clement , Ph.D., University of Memphis (22,001 - 32,000) Paul Polychronis , Ph.D., ABPP, University of Central Missouri (9,001 - 15,000)		
	Topic: Leadership/management Level: Intermediate		
	<i>Providing Counseling Services for students at satellite campuses and internship programs</i>	Nautilus 4	BO 31
	John Parkhurst , Ph.D., University of California Washington Center (Under 1,500)		
	Topic: Ethics, legal concerns, risk management Level: Intermediate		

Conference | Schedule

TUESDAY, OCTOBER 29

Time	Event	Location	Ref#
3:30p – 5:00p	Concurrent Sessions		
	<i>IACS Field Visitor Training</i>	Marina 6	BO 32
	William Burns , Ph.D., ND State University (9,001 - 15,000) Lee Keyes , Ph.D., University of Alabama (32,001+) Wanda Collins , Ph.D., American University (9,001 - 15,000) Anika Fields , Ph.D., Florida A&M (NA/Emeritus)		
	Topic: Training for IACS Field Visitors Level: Introductory		
	<i>Commuter Campuses Networking Session</i>	Marina 5	BO 33
	Bert Epstein , Psy.D., Santa Rosa Junior College (22,001 - 32,000) Sharon Biegen , Ph.D., University of Missouri-St. Louis (10,001 - 15,000) Dianna Abel , Ph.D., Weber State University (22,001 - 32,000)		
	Topic: Outreach and prevention work Level: Intermediate		
	<i>Social Media and Threat Assessment</i>	Nautilus 5	BO 34
	Brian Van Brunt , Ed.D., The NCHERM Group (Emeritus)		
	Topic: Ethics, legal concerns, risk management Level: Advanced		
	<i>Clinical versus Actuarial Assessments of Counseling Center Client Pathology</i>	Nautilus 2	BO 35
	Allan J. Schwartz , Ph.D., University of Rochester (Emeritus)		
	Topic: Leadership/management Level: Advanced		
6:30P – 10:30P	Closing Banquet and Awards Ceremony	Grande Ballroom	

Conference | Schedule

WEDNESDAY, OCTOBER 30

Time	Event	Location	Ref#
7:00A – 12:00P	Registration	Bayview Foyer	
7:00A – 8:30A	Continental Breakfast	Nautilus Foyer	
7:00A – 12:00P	Exhibit Hall Open	Nautilus Foyer	
7:00A – 8:30A	AUCCCD Board Meeting	Executive Boardroom	
7:30A – 8:00A	Mindfulness Meditation	Room 518	
8:30A – 10:00A	Concurrent Sessions		
	<i>IACS Issues of Accreditation</i>	Marina 6	BO 36
	<p>William Burns, Ph.D., North Dakota State University (9,001 - 15,000)</p> <p>Lee Keyes, Ph.D., University of Alabama (32,000+)</p> <p>Wanda Collins, Ph.D., American University (9,001 - 15,000)</p> <p>Nancy Ronchetti, MS, International Association of Counseling Services (Emeritus)</p> <p>Topic: Other Accreditation</p> <p>Level: Introductory</p>		
	<i>When the supervisor is gay: Unfolding intersecting identities in clinical and administrative supervision</i>	Marina 5	BO 37
	<p>Scott Strader, Ph.D., Eckerd College (1,501 - 2,500)</p> <p>Andrew Miller, Ph.D., Sam Houston State University (15,001 - 22,000)</p> <p>Silvestro Weisner, Ph.D., The George Washington University (22,001 - 32,000)</p> <p>Garrett Gilmer, Ph.D., Bowling Green State University (15,001 - 22000)</p> <p>Topic: Leadership/management</p> <p>Level: Introductory</p>		
	<i>How important is the intake? Variations on a theme for Counseling Centers</i>	Nautilus 1	BO 38
	<p>David Spano, Ph.D., University of North Carolina at Charlotte (22,001 - 32,000)</p> <p>Sam Cochran, Ph.D., University of Iowa (32,001+)</p> <p>Todd Sevig, Ph.D., University of Michigan (32,001+)</p> <p>Topic: Leadership/management</p> <p>Level: Intermediate</p>		
	<i>You did what with Titanium?: Customizing your counseling center's electronic records software</i>	Nautilus 5	BO 39
	<p>Curtis Wiseley, Psy.D., Lindsey Wilson College (3,001 - 5,000)</p> <p>Robert Rando, Ph.D., Wright State University (15,001 - 22,000)</p> <p>Topic: Use of technology</p> <p>Level: Intermediate</p>		

Conference | Schedule

WEDNESDAY, OCTOBER 30

Time	Event	Location	Ref#
8:30A – 10:00A	Concurrent Sessions		
	<i>Transgender Affirming Care in University and College Counseling Centers</i>	Nautilus 2	BO 40
	Marcy Hunt , Ph.D., Portland State University (22,001 - 32,000)		
	Shelly Kerr , Ph.D., University of Oregon (15,001 - 22,000)		
	Cassie Nichols , Ph.D., Washington State University (15,001 - 22,000)		
	Ellen Taylor , Ph.D., University of Washington (32,001+)		
	Topic: Campus diversity, equity, inclusion		
	Level: Introductory		
	<i>A Tale of Two Surveys: What the AUCCCD and Gallagher/ACCA Directors Surveys Tell Us About College Counseling Centers</i>	Nautilus 3	BO 41
	Sharon Mitchell , Ph.D., University at Buffalo (22,001 - 32,000)		
	Monica Osburn , Ph.D., North Carolina State University, Raleigh, NC (32,000+)		
	David Reetz , Ph.D., Aurora University (3,001 - 5,000)		
	Topic: Leadership/management		
	Level: Intermediate		
	<i>Understanding Suicide Clusters on College Campuses: Institutional Responses and the Role of Means Restriction at Two Campuses</i>	Nautilus 4	BO 42
	Greg Eells , Ph.D., Cornell University (15,001 - 22,000)		
	Chris Brownson , Ph.D., University of Texas at Austin (32,001+)		
	Topic: Counseling/Clinical; Leadership/Management; Outreach/Prevention		
	Level: Intermediate		
10:00A – 10:30A	Coffee Break in the Exhibit Hall	Nautilus Foyer	
10:30A – 12:00P	Concurrent Sessions		
	<i>Directors on Duty (An Elements of Excellence Program)</i>	Nautilus 2	BO 43
	Steve Sprinkle , Ph.D., University of San Diego (5,001 – 9,000)		
	Wanda Collins , Ph.D., American University (10,001 - 15,000)		
	Topic: Consultation		
	Level: Advanced		
	<i>Maintenance of Competence: Demonstrated How and Decided by Who?</i>	Marina 6	BO 44
	Paul Polychronis , Ph.D., ABPP, University of Central Missouri (9,001 - 15,000)		
	Lee Keyes , Ph.D., University of Alabama (15,001 - 22,000)		
	Topic: Staff professional development		
	Level: Intermediate		

Conference | Schedule

WEDNESDAY, OCTOBER 30

Time	Event	Location	Ref#
10:30A – 12:00P	Concurrent Sessions		
	<i>Wearing Two Hats, Speaking with Two Voices: (the complicated role of Counseling Center directors on BIT teams and other university consultation)</i>	Nautilus 5	BO 45
	Presenter Marian Binder , Ph.D., University of Arizona (32,001+)		
	Panelists Lee Keyes , Ph.D., University of Alabama (32,001+) Deb Harper , Ph.D., Ithaca College (5,001 – 9,000)		
	Topic: Ethics, legal concerns, risk management Level: Intermediate		
	<i>Intake Assessment: Comparing the CCAPS, CAS and OQ45</i>	Nautilus 4	BO 46
	David Bush , Ph.D., Utah State University (15,001 - 22,000)		
	Topic: Consultation Level: Advanced		
	<i>Mandated Counseling: How to Do it Well</i>	Nautilus 1	BO 47
	Brian Van Brunt , Ed.D., The NCHERM Group (Emeritus)		
	Topic: Counseling/clinical work Level: Intermediate		
	<i>Director Swap: Creating Your Own Professional Development Through Immersion</i>	Marina 5	BO 48
	Danielle R. Oakley , Ph.D., University of Wisconsin-Madison (32,001+) Chris Brownson , Ph.D., University of Texas-Austin (32,001+)		
	Topic: Leadership/management Level: Introductory		
	<i>Challenges and Opportunities of Counseling Centers at Faith-Based Institutions</i>	Nautilus 3	BO 49
	Jeff Lanfear , Psy.D., DePaul University (22,001 - 32,000) Connie Horton , Ph.D., Pepperdine University (5,001 - 9,000) Deborah Wright , M.S.W., (LCSW), La Sierra University (1,501 - 2,500) Christy Jordan , M.A., Campbell University (1,501 – 2,500)		
	Topic: Campus diversity, equity, inclusion Level: Introductory		

Safe travels!

Conference | Preconference Abstracts

SATURDAY

8:30 AM - 11:30 AM

LOCATION: NAUTILUS 3

REFERENCE: PC 1

Title Veterans on Our Campuses: Facilitating the Transition from Military Life to College Life

Presenter(s) Richard Rogers, Anna Lock

Level Introductory

Topic Outreach and Prevention; Staff/Professional Development; Campus Diversity

Abstract The purpose of this program is two-fold: one is to present data collected from a study about student veterans on university campuses in California from the perspective of university counseling center directors, senior student affairs officers, administrators of university veterans centers as well as from student veterans themselves; second is to present information on the common transition issues that many veterans encounter as they return to college from the military and adjust to civilian as well as student status. This presentation will help attendees to better recognize and meet the needs of student veterans in order to facilitate their success. Attendees will also identify objectives universities can work towards in order to create a more veteran-friendly campus. Finally, attendees will be exposed to a university-specific training program about student veterans that will enhance the cultural competency of faculty and staff.

- Objectives**
- ❖ To describe the current student and academic services offered to student veterans along with needs of campus administrators/staff to develop a more veteran-friendly campus and to facilitate veteran success as identified by a study of universities in California.
 - ❖ To describe the level and kinds of training that the clinical staff at university counseling centers in California have received in the assessment & treatment of PTSD within veteran clients and the kinds of clinical and outreach services that are offered to student veterans.
 - ❖ To describe the current experiences and needs of student veterans on a university campus and describe the assessment of their perceptions of how well campus services (academic and student) are meeting their needs based on a study of student veterans on a university campus in California.
 - ❖ To discuss the common transitional issues veterans may face when matriculating.
 - ❖ To explain the roles/responsibilities of campus staff in assisting with transition issues and advise on how to create/enhance a more veteran-friendly campus; and explain a training program for faculty and staff to become more culturally competent about veteran's issues.

SATURDAY

8:30 AM - 11:30 AM

LOCATION: NAUTILUS 4

REFERENCE: PC 2

Title Building Communities, Transforming Lives: Learning New Ways to Address Student Disruptions

Presenter(s) Sandra "Saunie" Lynch Ervin, Kimberly McGhee, Chayse Davis

Level Advanced

Topic Staff professional development

Abstract This presentation will share how one community college has successfully collaborated with the areas of Student Services, Academic Affairs, Counseling Services, Campus Police, and Student Conduct to effectively manage student disruptions and lower student conduct crises. Oftentimes these five areas have strained relationships. However, through creative and innovative practices and a commitment to transforming lives, they have established a solid professional relationship. Faculty and staff members are in excellent positions to recognize behavioral changes that characterize the emotionally challenged student. Participants will learn how to have effective educational conversations about managing student disruptions students through lecture and small group interaction. Participants will discover how to recognize and manage the behaviors of the most common types of student disruptions, signs of emotional distress, and create guidelines for effective interaction. Knowing the do's and don't's of specific student disruptions is a significant factor in successful problem resolution. Come learn how to engage in discussion about challenges in addressing student disruptions and identifying college resources that will also assist with managing the student disruptions.

- Objectives**
- ❖ Audience members will understand how to assess the do's and don't's when interacting with distressed students.
 - ❖ Audience members will learn how to identify signs and symptoms of distressed students.
 - ❖ Audience members will explore, discuss, and identify critical campus wide stakeholders, administrators, and partners that are vital to implementing a strategic plan for addressing the distressed student.
 - ❖ Audience members will acquire procedures for when and how to refer a distressed student for additional resources, both internal and external.

Conference | Preconference Abstracts

SATURDAY

8:30 AM - 4:00 PM

LOCATION: NAUTILUS 5

REFERENCE: PC 3

Title	Surviving and Thriving as a New Director: An Introductory Leadership Institute (An Elements of Excellence Program)
Presenter(s)	Sam Cochran, John Dunkle, Kristen Gray, Connie Horton, Steve Sprinkle, Ellen Taylor, Lauren Weitzman, Abigail Lipson
Level	Introductory
Topic	Leadership/management
Abstract	This full-day Introductory Leadership Institute is designed for directors in the early stages of their directorship (new to three years) and will address leadership development and management issues. The Institute is comprised of four modules: cultivating your strengths and abilities as a leader, understanding the multiple roles of a director, a roundtable discussion of administrative issues (budget, personnel, stakeholders, and open questions), and a senior director panel. The overall goal of the Introductory Leadership Institute is to provide an opportunity for directors in the early stage of their career to develop their understanding of the skills involved in leading and managing a College/University Counseling Center.
Objectives	<ul style="list-style-type: none"> ❖ Evaluate my strengths and abilities to better recognize and access my leadership capacities. ❖ Analyze personal and professional dilemmas and complexities associated with leading a counseling center. ❖ Identify and clarify the multiple roles in which I may be required to engage as a director. ❖ Discuss with more seasoned directors and fellow new directors administrative content areas that are typically challenging for new directors (e.g. budget, personnel, interacting with stakeholders). ❖ Develop perspective on the skills and challenges inherent to long-term success and satisfaction in the director role.

SATURDAY

8:30 AM - 4:00 PM

LOCATION: MARINA 5

REFERENCE: PC 4

Title	Engineering Campus Caring: Enhancing Student Support Networks
Presenter(s)	Charles Morse, Jennifer D'Andrea
Level	Intermediate
Topic	Outreach and prevention work
Abstract	The Student Support Network (SSN) gatekeeper training program was developed with SAMHSA funding on the campus of Worcester Polytechnic Institute (WPI) in 2006. The six week training, initially designed for students and led by counseling center staff, intends to enhance students' ability to recognize and respond to their peers' mental health distress. Student interest in the training has soared at WPI and on other campuses who have adopted the model. At any given time about 10% of the student population at WPI has been trained, and with their enhanced sensitivity to mental health distress and real connection to the counseling center, trainees have connected their friends experiencing significant mental health distress with local counseling resources, sometimes saving lives. In 2009 SSN was manualized and has been freely distributed to over 160 campuses. Several other campuses, including Wesleyan University, have used the SSN manual to create similar training programs within their communities. Many campuses have also requested day-long training in SSN implementation to help "kick start" their efforts. This practical and engaging workshop will provide participants with an overview of the SSN model, practical information on launching SSN training locally and an experiential review of each of the six SSN lesson plans.
Objectives	<ul style="list-style-type: none"> ❖ Participants will be able to discuss relevant data associated with college student mental health distress and help seeking. ❖ Participants will be able to describe pragmatics associated with organizing and implementing effective gatekeeper training programs on campus. ❖ Participants will be able to discuss philosophical underpinnings and key elements of Student Support Network gatekeeper training program. ❖ Participants will be prepared to utilize each of the six Student Support Network training outlines to implement Student Support Network training locally on their own campuses.

Conference | Preconference Abstracts

SATURDAY		8:30 AM - 4:00 PM	LOCATION: NAUTILUS 2	REFERENCE: PC 5
Title	Effective Postvention Strategies for Responding to Student Suicide Deaths: Research, Policies, and Gatekeeper Exercises			
Presenter(s)	Cory Wallack, Brian Mistler			
Level	Intermediate			
Topic	Outreach and prevention work			
Abstract	<p>Following the suicide death of a student, counseling center staff are often tasked with providing emotional support to the campus community and addressing issues related to suicide contagion. Moreover, directors often take on the added responsibility of providing support to their own staff while also managing institutional/administrative responses to the student's death (particularly if the deceased was a counseling center client). The goal of this full-day interactive pre-conference workshop is to assist participants in identifying the key components of a suicide prevention program, identifying the various concerns that should be addressed following a suicide death, and to provide them with the necessary resources to begin to develop successful prevention and postvention efforts on their campus. This workshop is designed to be highly interactive and experiential. Attendees will participate in several experiential exercises contained in the Campus Connect Suicide Prevention training as well as review postvention materials that can be incorporated into other gatekeeper training models. Postvention topics to be addressed include: 1) research on the phenomena of suicide contagion, 2) models for conducting student debriefing sessions, 3) strategies for providing support to staff members who may be experiencing secondary trauma 4) guidelines for responding to the suicide death of a counseling center client, and 5) guidelines regarding campus memorials.</p>			
Objectives	<ul style="list-style-type: none"> ❖ Participants will be able to identify key components of the phenomena of suicide contagion. ❖ Participants will be able to apply various models for conducting student debriefing sessions following a suicide death. ❖ Participants will be able to implement guidelines for responding to the suicide death of a counseling center client. ❖ Participants will be able to critique the pros and cons of campus memorials following a student suicide. ❖ Participants will be able to design gatekeeper training activities that incorporate concepts of postvention. 			

SATURDAY		8:30 AM - 4:00 PM	LOCATION: NAUTILUS 1	REFERENCE: PC 6
Title	Mindfulness Tools: A One Day Experiential Workshop based on Mindfulness Based Stress Reduction			
Presenter(s)	Erika Horwitz			
Level	Introductory			
Topic	Counseling/clinical work			
Abstract	<p>Mindfulness Based Stress Reduction (MBSR) was developed at the University of Massachusetts Medical Center by Jon Kabat-Zinn in 1979. This program introduces the use of mindfulness as a way to reduce suffering and stress in our lives. Jon Kabat-Zinn once said: "MBSR is intensive training in the art of living." This one day pre-conference workshop will be hands-on and experiential. Participants will be exposed to the various practices taught in MBSR. A brief description of how MBSR is taught at Simon Fraser University will be offered and how students have "fallen in love" with this practice. This program has two goals: one is to invite participants to consider incorporating these practices into their own personal lives. The second goal is to expose participants to MBSR and its contributions to student mental health. The participants will be exposed to the following: a) Mindfulness Meditation b) Body Scan c) Mindful Movement d) Walking Meditation e) How Mindfulness helps reduce suffering f) The power of presence g) How mindfulness changes our relationship to ourselves and our minds. h) Relationships and mindful living. A brief summary of relevant research will be presented. Opportunities to discuss learning and experiences will be allotted throughout the day.</p>			
Objectives	<ul style="list-style-type: none"> ❖ By the end of the workshop, participants will be able to apply the experience of presence and awareness to their own personal lives and professional work. ❖ Participants will examine various mindfulness practices and their benefits to mental health and behavior. ❖ Participants will be able to adapt the various strategies they learned in their clinical work with clients ❖ Participants will be able to describe and explain how mindfulness practice can reduce stress and suffering in their lives and their clients. 			

Conference | Preconference Abstracts

SATURDAY

8:30 AM - 4:00 PM

LOCATION: SPINNAKER 2

REFERENCE: PC 7

- Title** Improv(ement): Unleash Clinical and Administrative Potential Through the Art of Improvisation
- Presenter(s)** David Reetz, Thomas Murray
- Level** Intermediate
- Topic** Clinical work; Leadership; Staff development
- Abstract** Fun in the Sun! Experience the parallels between improvisational theater and effective clinical and administrative work (e.g., Yes, and; following your partner’s lead; taking risks; infusing creativity). Whether in session or the conference room, others demand we respond to the unexpected with creativity and understanding. Yet, our work often falls apart when we rely on prepared scripts. But, when we strive to work in concert with others, rooted in cooperative acceptance—lessons of improvisational theater—we expand possibility and become enlivened. The first half of this pre-conference focuses on the relationship between improvisation and clinical practice. In the afternoon, the role of administrator is explored. Please wear comfortable and secure clothing. This pre-conference will be highly experiential, interactive and gut-wrenchingly funny. We will make up the rest as we go along.
- Objectives**
- ❖ Participants will gain theoretical perspective on the parallels between improvisation and clinical/administrative work.
 - ❖ Participants will gain a hands-on, experiential perspective on some basic clinical concepts such as empathy, genuineness, and the here-and-now.
 - ❖ Participants will be equipped to bring concepts of improvisation back to their respective centers for continued professional and staff development.

SATURDAY

1:00 PM - 4:00 PM

LOCATION: NAUTILUS 4

REFERENCE: PC 8

- Title** Mindful Multiculturalism: Implications for counseling center directors (An Elements of Excellence Program)
- Presenter(s)** Yolanda Bogan, Ellen Taylor, Kristen Gray, Orin Strauchler, Wanda Collins
- Level** Intermediate
- Topic** Campus diversity, equity, inclusion
- Abstract** Every college campus is faced with addressing issues of multiculturalism. As campus leaders, counseling center directors should be at the forefront of helping our campuses to address such issues. This particular responsibility requires us to maintain high levels of awareness and attentiveness to the many ways that issues of diversity pervade almost every facet of our lives and the lives of those in our college communities. This intermediate level, interactive program will provide an overview of the various types of mindfulness and how they can be best applied to the area of multiculturalism. This program will examine how the multiple roles we hold as directors (e.g., managers, supervisors, and consultants) impact the multicultural perspectives of both ourselves and others. We will also discuss how we can best challenge ourselves to continue to address these complex issues and facilitate multicultural awareness in its broadest terms. This half-day, pre-conference workshop will utilize videos, role-plays, safe practice, and discussion to engage participants.
- Objectives**
- ❖ Review mindfulness competencies for mental health practitioners
 - ❖ Examine awareness of layers of diversity within multiculturalism
 - ❖ Identify one’s own awareness of multiculturalism and how to stay more aware of this experience in our work as directors.

Conference | Preconference Abstracts

SATURDAY

1:00 PM - 4:00 PM

LOCATION: MARINA 6

REFERENCE: PC 9

Title	Ethical Considerations for Civilian Providers Working with Military Members and Veterans
Presenter(s)	Elizabeth Parins
Level	Advanced
Topic	Ethics, legal concerns, risk management
Abstract	Civilian mental healthcare providers working with military service members and veterans often face ethical challenges unique to this population. Personal and professional ethical practice is contingent on effective application of personal and cultural morals and professional regulations and expectations. Comprehensive understanding of informed consent, boundaries of cultural and clinical competence, disposition-driven diagnoses, multiple relationships, and professional fitness are all discussed in breadth and depth in the context of civilian practitioners working with military-connected clients. Decision-making models are presented to address ethical dilemmas, with specific discussion of the role of dual-relationships within a clinical framework. Extensive, complex vignettes are discussed in workshop/group format to ensure comprehensive, nuanced discussion. This presentation is augmented by videos designed to prompt discussion and examples of applied ethical principles.
Objectives	<ul style="list-style-type: none"> ❖ Participants will be able to identify and discuss six specific ethical challenges facing clinicians working with military members and veterans. ❖ Participants will be able to discuss and implement into their own practice a model for ethical decision-making based out of forensic psychology. ❖ Participants will be able to discuss and implement into their own practice Gottlieb's model for avoiding dual relationship. ❖ Participants will demonstrate their own ethical decision making skills and processes through interactive discussion of case examples during the presentation.

SATURDAY

1:00 PM - 4:00 PM

LOCATION: NAUTILUS 3

REFERENCE: PC 10

Title	Traumatized Students-What to do? The Trauma Resiliency Model - a simple neurobiological approach to treating trauma
Presenter(s)	Richard Rogers, Ellen Elgart
Level	Intermediate
Topic	Counseling/Clinical; Outreach/Prevention; Diversity/Inclusion
Abstract	The purpose of this program is present the Trauma Resiliency Model (TRM) and its community application, entitled the Community Resiliency Model (CRM) as portals that can help students who have experienced stressful and/or traumatic events that interfere with their functioning socially and educationally. University counseling and veteran centers often encounter students suffering from post-traumatic stress disorder (PTSD). Some examples are early childhood traumas, past or present sexual traumas, suicidality, substance abuse and co-morbid chronic mental illnesses. A recent survey of university, campuses in California (Rogers 2012) discovered that staff of counseling and veteran centers are often not trained in interventions to treat PTSD. TRM and CRM help individuals understand the biological basis of their symptoms. The biological lens, based on current neuroscience research, result in a paradigm shift from one of personal weakness to normal biological responses. Individuals learn to track sensations connected to resiliency. The nervous system begins to return to its normal balance or rhythm (referred to as the "Resilient Zone"). As the individual learns to use the skills of TRM/CRM, cognitions, emotions, behaviors, and physical symptoms can begin to change and even remit as the individual's natural resiliency is restored.
Objectives	<ul style="list-style-type: none"> ❖ The participants will describe three or more concepts of the Trauma Resiliency Model. ❖ The participants will describe three or more ways traumatic experiences affect the mind and body based on current neuro-scientific research. ❖ The participants will describe the parasympathetic and sympathetic nervous system and their impact on traumatic stress symptoms. ❖ The participants will practice and demonstrate 4 skills of the Trauma Resiliency Model.

Conference | Breakout Abstracts

SUNDAY	1:30 PM - 3:00 PM	LOCATION: NAUTILUS 5	REFERENCE: BO 1
Title	Narratives and Numbers: Telling Our Stories Using Quantitative and Qualitative Data (An Elements of Excellence Program)		
Presenter(s)	John Dunkle, Jonathan Perry, Sherry Benton, Micky Sharma		
Level	Advanced		
Topic	Leadership/management		
Abstract	<p>More and more, counseling center directors are being called upon to demonstrate the value-added of their centers to their host institutions and, ultimately, to student learning. Counseling center directors attempt to demonstrate the counseling center contributions by sharing with the campus community various qualitative and quantitative data. While one author (Varlotta, 2011), a Chief Student Affairs officer, recently challenged the data provided by counseling center directors, the article provided counseling center directors (Wallace, Dunkle, Benton, & Telles-Irvin, 2012) with the opportunity to closely consider the data that we collect and how we translate the data in the stories that we tell about our centers. The focus of this program will be to consider various counseling center models, scope of services, and the quantitative and qualitative data that we collect. The presenters will also engage the participants in a discussion about how to translate the data into effective narratives about our centers, in order to educate our campus communities. The program will also address the issue of aligning the center staff so that they appreciate the importance of data collection and not perceive it simply as "bean counting."</p>		
Objectives	<ul style="list-style-type: none"> ❖ Participants will be able to describe mechanisms for evaluating effectiveness, productivity, benchmarking, and professional standards and practices to help demonstrate the counseling center's contributions to the campus. ❖ Participants will be able to combine quantitative and qualitative data, along with useful anecdotes and examples to address campus questions and concerns regarding counseling center practices. ❖ Participants will be able to strategically analyze and use data and information that will effectively communicate to administrators the value and effort of the Counseling Center. ❖ Participants will learn how to internally communicate to staff the need for data collection and importance of communicating individual scenarios. 		

SUNDAY	1:30 PM - 3:00 PM	LOCATION: NAUTILUS 1	REFERENCE: BO 2
Title	Critical Issues in Student Counseling: An Examination of Anxiety in Today's College and University Student		
Presenter(s)	Ian Birky, Greg Eells, Wanda Collins, Sandy Colbs		
Level	Intermediate		
Topic	Counseling/clinical work		
Abstract	<p>After decades of consistency in the presenting concerns of our clients, anxiety has overtaken depression as the top presenting concern in many universities. In fact, anxiety disorders are the most common mental illness in the U.S., affecting 40 million adults (18% of the population). For our students, perhaps this is related to technology use/addiction, millennial' themes, economic anxieties in our country, environmental toxins, and cultural expectations of extraversion=success. A diverse panel of highly experienced counseling center directors will offer societal, evolutionary, physiological, and existential perspectives related to this phenomenon. They will also lead the audience in open discussion regarding philosophical and practical questions about what our roles and responsibilities should be not just for our clients, but for our future as a society.</p>		
Objectives	<ul style="list-style-type: none"> ❖ Attendees will learn the broad range of contextual factors that affect critical management and service problems related to anxiety as a presenting disorder in counseling centers. ❖ Attendees will increase their knowledge of practical and conceptual strategies they can employ to resolve critical management and service problems arising in counseling centers and academic settings resulting from anxiety. ❖ Attendees will gain a greater knowledge and understanding of critical management and service problems experienced by counseling centers that can be used to develop strategic plans to address anxiety within their centers and their institutions. 		

Conference | Breakout Abstracts

SUNDAY	1:30 PM - 3:00 PM	LOCATION: NAUTILUS 2	REFERENCE: BO 3
Title	Identifying and Measuring Student Learning Outcomes in Counseling Centers: Making a Requirement Meaningful		
Presenter(s)	Connie Horton, Susan Prieto-Welch, Bruce Herman		
Level	Intermediate		
Topic	Leadership/management		
Abstract	<p>University Counseling Centers are often required to identify and measure Student Learning Outcomes. This obligation comes largely through the university accrediting bodies. Although they recognize that much learning happens out-of class, including in counseling centers (Terenzini, Pascarella, & Blimling, 1999), directors may be tempted to view the measurement of Student Learning Outcomes as an unnecessary bureaucratic requirement that does not really apply to their work. There are approaches, though, that directors have used to meet this requirement in more useful ways (Schweitzer & Metzinger, 1998). This presentation will include the perspectives of three directors, from different sized institutions in different parts of the country, who have tried to make this task more meaningful, using the identification and measurement of Student Learning Outcome as a way to improve treatment, outreach, and prevention and a way of describing Counseling Center work to other constituencies. After the panelists have shared their experiences, methods, and materials, the audience will be invited to share their perspectives.</p>		
Objectives	<ul style="list-style-type: none"> ❖ Participants will be able to write Student Learning Outcomes for Counseling Center work. ❖ Participants will be able to design ways to identify and measure Student Learning Outcomes in clinical practice. ❖ Participants will be able to create assessment plans to address training and outreach programs. 		

SUNDAY	1:30 PM - 3:00 PM	LOCATION: NAUTILUS 3	REFERENCE: BO 4
Title	The Professional Health Project: A Collaborative Academic Partnership to Strengthen Student Resilience and Coping		
Presenter(s)	David Wallace		
Level	Intermediate		
Topic	Outreach and prevention work		
Abstract	<p>The Professional Health Project had its beginnings with a faculty member in the School of Journalism at a large Midwestern university who was concerned about the frequency and severity of mental health concerns exhibited by students in the program. Faculty psychologists were engaged as consultants, and after initial discussion and exploration with Journalism faculty and students, the Counseling Center was invited to join the effort. A theme of concern emerged involving student resilience and coping within a challenging academic environment. How to intervene? These steps were established: (1) a needs assessment survey for students, (2) careful data analysis, and (3) data driven interventions, supported by the literature and collaboratively implemented. By the time of this presentation, the initial stages of student intervention will have begun and will be shared. This interactive presentation will guide participants through the development of the ongoing project, with an eye for how the concepts might transfer to other campuses. The presentation will explore appropriate and effective ways to work with faculty in initiating collaborations. The project itself will be critiqued, strengths and weaknesses, and there will be opportunity to build a basic outline of how a similar project might be formed in other campus situations.</p>		
Objectives	<ul style="list-style-type: none"> ❖ Participants will be able to analyze appropriate and effective ways to work with faculty in collaborative ventures. ❖ Participants will be able to discuss and critique the elements of the project in order to inform possibilities for their own campus projects of a similar nature. ❖ Participants will be given the opportunity to create an initial planning framework for a collaborative prevention/early intervention project that might be fitting for their own campuses. 		

Conference | Breakout Abstracts

SUNDAY

1:30 PM - 3:00 PM

LOCATION: NAUTILUS 4

REFERENCE: BO 5

- Title** Unfolding the 2012 AUCCCD Annual Survey: An In-depth Analysis of Five Critical Questions
- Presenter(s)** David Reetz, Brian Krylowicz, Victor Barr
- Level** Intermediate
- Topic** Leadership/management
- Abstract** This session will present the 2012 AUCCCD Annual Survey results with an emphasis and more detailed analysis of the following items of popular interest: Staffing, Salary, Utilization rates, Scope of services, and Presenting concerns. Demonstration of the filter feature will also be applied to each item. Supplemental analyses not included in the published monograph will be provided. The session will conclude with a discussion of feedback and future directions of the survey initiative.
- Objectives**
- ❖ Participants will gain the analytical tools to answers the most commonly asked questions from the AUCCCD Survey
 - ❖ Participants will gain the skills to apply the survey filter feature to their particular survey related inquires
 - ❖ Participants will be able to critique and plan the future development of the survey

SUNDAY

1:30 PM - 3:00 PM

LOCATION: MARINA 6

REFERENCE: BO 6

- Title** Creating Welcoming Spaces for Students Who Aren't Clients--Yet
- Presenter(s)** Anna Beth Payne, Alan Goodwin, Todd Sevig, Deborah Harper, Barbara Thomas
- Level** Intermediate
- Topic** Outreach and prevention work
- Abstract** This program showcases various methods by which centers have attempted to increase accessibility and utilization, whether via choices impacting the physical space or choices that customize the services provided to the needs and preferences of student-consumers. Although no counseling centers appear to be lacking in clients, we also know that students who may need our services do not necessarily use our services. In a recent review of mental health problems and help-seeking behavior, Hunt & Eisenberg (2010) noted that "untreated mental disorders are highly prevalent in student populations." He cites studies from ACHA-NCHA, national epidemiologic research, and the Healthy Minds study, all of which indicate that only 20-50% of students with various disorders actually get treatment. In addition, minority students have a long history of underutilization of counseling services. Consequently, counseling centers are concerned with increasing accessibility to services as well as reducing barriers to "walking in the door." One particularly intractable barrier to serving certain students is their preference for self-reliance. The belief that psychological resiliency is exhibited in self-reliance is a conclusion consistent with research literature that has identified self-efficacy as one of the primary individual characteristics of resilient people (Lyon, 2005). Some students' preference for self-reliance has led some centers to create self-service treatment modalities. One way this has been accomplished is through mindfulness meditation. By informing students of ideas such as the belief that "mindfulness meditation enhances self-management ... (and) facilitates a less automatic, less reactive mode of behavior" (Lane, 2005), centers can support students' use of spaces within the counseling unit for self-care. This accomplishes the additional goal of creatively address staffing shortages many centers confront. The presenters, representing diverse centers in terms of geography, size, and public/private governance, will address the following concerns. First, how have they envisioned the role of their space? What are the key elements of the decision making that directors have to make in regards to space allocation? How were the needs of staff and the needs of students considered? What are the elements of the space that are designed to be welcoming, and how do students actually use them? Data regarding student use and reactions will be included. What are the budget considerations in revamping space, and what kind of support do other stakeholders in the university offer? This is a program in which a picture is clearly worth many words, so we will provide plenty of photos not only of the presenter's centers, but also from other centers.
- Objectives**
- ❖ Participants will be able to describe options for managing space that encourages students to access a center
 - ❖ Participants will be able to identify strategies for evaluating the effectiveness of their space in welcoming students.
 - ❖ Participants will be able to assess the cost/benefit of implementing different options in their centers.

Conference | Breakout Abstracts

SUNDAY 3:30 PM – 5:00 PM LOCATION: MULTIPLE REFERENCE: BO 7

Title Schools by Size and Emeritus Town Hall Sessions

Presenter(s) Multiple

Level Intermediate

Topic Other

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

Objectives

Schools by Size Objectives:

- ❖ Current counseling center issues including staffing, services, legal issues, funding ideas, and management will be identified
- ❖ Attendees will learn current best practices for a comparably sized college or university center
- ❖ Attendees will prioritize and discuss issues to learn possible alternatives and solutions

Emeritus Town Hall Objective:

- ❖ Current counseling center issues in area such as staffing, services, legal issues, funding ideas, and management, as well as longer range concerns for centers, AUCCCD, and emeritus/a directors, for which emeritus/a directors have some perspective/expertise, will be identified and clarified.
- ❖ Attendees will identify issues related to the developmental stage of retirement/life after work, and discuss possible means to address concerns which might arise

SUNDAY 5:15 PM - 6:45 PM LOCATION: GRANDE C REFERENCE: BO 8

Title CCMH Meeting

Presenter(s) Ben Locke

Level Intermediate

Topic Technology

Abstract This program will provide an overview of CCMH including:

- Summary of recent developments at CCMH
- Review of the 2012 Annual report summarizing data on 80,000 clients at 125 counseling centers.
- Preview of the 2012-2013 data set
- Review of the CCAPS Instruments including access via multiple EMR vendors
- Introduction to the Clinician Index of Client Concerns (CLICC) and CCMH Appointment Categories
- Presentation of plans for 2013-2014

Objectives

- ❖ Summarize recent activities and findings of CCMH
- ❖ Explain the history, purpose and goals of the CLICC and Appointment Categories
- ❖ Explain how the CCAPS is accessed via EMR vendors

MONDAY 8:30 AM - 10:00 AM LOCATION: NAUTILUS 4 REFERENCE: BO 9

Title [Developing Allies: Ethical and Practical Issues in Partnering with Students to Marshal Resources for Counseling Centers \(An Elements of Excellence Program\)](#)

Presenter(s) Ellen Taylor, Todd Sevig, Colleen Cook

Level Intermediate

Topic Ethics, legal concerns, risk management

Abstract Given the clear need for increased resources and heightened awareness of mental health concerns on college campuses around the country, students are picking up the mantel of mental health and wellness. Groups such as “Active Minds” are successfully raising awareness, and other student groups may approach university administration to advocate for mental health resources. While grass roots student advocacy can positively impact a counseling center, there are also a number of practical, political, ethical, and cultural challenges to keep in mind. Presenters will speak to their own personal experiences with grass roots and other student advocacy groups and engage with the audience to identify strategies for developing and navigating these avenues for progress.

Objectives

- ❖ Identify ethical, practical, and cultural issues in engaging with student advocates for mental health resources.
- ❖ Learn about a variety of avenues for appropriately engaging student voices in advocating for mental health awareness and resources on campus.
- ❖ Identify and discuss strategies to address the inherent “political” challenges associated with collaborating with students to increase awareness of mental health concerns.

Conference | Breakout Abstracts

MONDAY 8:30 AM - 10:00 AM LOCATION: NAUTILUS 1 REFERENCE: BO 10

Title College Student Suicide - An Update

Presenter(s) Allan J Schwartz

Level Intermediate

Topic Staff professional development

Abstract Students at 4-year colleges and universities in the United States have consistently completed suicide at half the rate of the general US population, matched for age and gender. The absence of firearms on such campuses has been identified as the principal reason for this favorable relative risk. In recent years, however, the use of firearms as a method of suicide has declined in the US general population. Additionally, more than one third of all students are not at 4-year institutions and more than a quarter of those enrolled there are only part-time students. These facts, and their impact on the relative risk of suicide by students, are considered in relation to the long-term history of suicide in the United States.

Objectives

- ❖ Describe changes in suicide rates among college age persons in the US over the past 50-100 years
- ❖ Compare male and female college students in respect to the methods of suicide characteristic of each gender.
- ❖ Explain how suicide rates for persons designated students in governmental records can be expected to differ from rates based on samples from 4-year institutions.

MONDAY 8:30 AM - 10:00 AM LOCATION: NAUTILUS 3 REFERENCE: BO 11

Title Give me a Break: Humor and Healing in Psychotherapy

Presenter(s) Barbara Thomas

Level Intermediate

Topic Counseling/clinical work

Abstract In our clinical interactions, humor provides a portal for client and clinician perspective taking. It is helpful in diagnosis, rapport building, and in gauging change over the course of treatment. Seven styles of humor and the diagnostic implications will be discussed along with research related to the biological and psychological benefits of incorporating humor into our lives and into the clinical hour. An experience modeling reflective, self-directed humor will be facilitated.

Objectives

- ❖ Participants will be able to identify three physiological benefits of laughter and humor.
- ❖ Participants will be able to list five clinical benefits of incorporating humor and laughter into therapy.
- ❖ Participants will be able to differentiate between seven types of humor and use these typologies to facilitate diagnosis and identify areas for intervention.
- ❖ Participants will be able to list four ways to apply humor in their personal/professional lives.
- ❖ Participants will laugh.

MONDAY 8:30 AM - 10:00 AM LOCATION: NAUTILUS 5 REFERENCE: BO 12

Title Ethical Challenges in Counseling Centers: Pathways to Resolving Dilemmas and Unfolding Potential

Presenter(s) Tom Murray, Carol O'Saben, Marcus Hotaling, Kirk Dougher

Level Intermediate

Topic Ethics, legal concerns, risk management

Abstract Ethical challenges come in many sizes, and often appear without warning. What at first appears to be a routine clinical, treatment, or supervisory issue emerges as an ethical concern requiring sound judgment, quick decision making, and an awareness of the needs of clients and constituents of the counseling center. The emergence of an ethical issue can threaten our important work with clients and the university community, our center's reputation and effectiveness, and keep us awake at night. Panelists will present ethical dilemmas they have faced this past year, inviting feedback and discussion from participants. Issues of records access and confidentiality, administrative and clinical supervision, and professional standards of behavior will be paramount. Panelists will invite discussion on questions including "what happens when officials outside the counseling center want access to our records?" and "How should a clinician seeking referrals to a private practice be confronted?" The implications of these decisions for the director, counseling center, and the institution will be discussed.

Objectives

- ❖ Participants will identify the ethical principles and standards most relevant to their daily work as counseling center directors.
- ❖ Participants will describe the ethical issues involved in case examples presented by panelists.
- ❖ Participants will discuss sound decision making processes they employ to resolve ethical challenges.

Conference | Breakout Abstracts

MONDAY 8:30 AM - 10:00 AM

LOCATION: MARINA 6

REFERENCE: BO 13

Title Collaborative Learning: Implementing Effective, Research Informed AOD Prevention Programs

Presenter(s) Spencer Deakin, David Spaulding

Level Intermediate

Topic Outreach and prevention work

Abstract The program will 1) explore campus efforts to implement evidence informed practices to reduce high risk drinking and its related harms through a collaborative learning project; and 2) to address the important role that counseling staff can serve in supporting comprehensive campus prevention programs. The presenters will outline their institutions' participation in the National Collegiate Health Improvement Project (NCHIP) learning collaborative in reducing high risk drinking. The NCHIP collaborative consists of 32 higher education institutions that address alcohol abuse as a public health problem by bringing evidence into practice and measuring outcomes. The NCHIP model 1) identifies multiple evidence-informed strategies from existing research; 2) introduces the PDSA concept in implementing effective alcohol prevention strategies; 3) assesses the efficacy of strategies through data collection and analysis; and 4) modifies the strategy based upon the data. The presenters will address effective alcohol prevention initiatives that could be applied to various institutions. The presenters will highlight the counseling staff role in implementing successful campus based substance abuse prevention programs. Counseling Center staff members are in a unique position by nature of their training, function, knowledge and skill to support exemplary prevention programs, regardless of whether the substance abuse prevention program is based within the center.

- Objectives**
- ❖ Identify multiple evidence informed strategies for addressing high-risk drinking among students.
 - ❖ Discuss the NCHIP learning collaborative and the PDSA concept in implementing effective alcohol prevention strategies.
 - ❖ Analyze specific strategies for collecting research data on program efficacy.
 - ❖ Describe the counseling center role in implementing successful substance abuse prevention programs.

MONDAY 8:30 AM - 10:00 AM

LOCATION: NAUTILUS 2

REFERENCE: BO 14

Title The Roles of University Case Managers

Presenter(s) Rosa Ament, Victor W Barr, Micky Sharma

Level Intermediate

Topic Leadership/management

Abstract Over the last number of years case managers have taken their place within the academy. Whether they reside within administration (the Vice President/ Dean for Student's Office) or the Counseling Center, case managers play an important role in assuring continuity of care beyond the scope of services offered at the Counseling Center. The prevalence of case managers at our nations' universities and colleges may be a further reflection of the increasing number of students who enter college each year with severe psychological issues requiring counseling services and interventions. Where the case manager is housed will determine level of confidentiality, range of services and interventions provided. This panel will examine the similar and differing roles of university/ college case managers. A question and answer period will follow the presentations.

- Objectives**
- ❖ Four models of case management will be discussed
 - ❖ Different reporting lines and their implication on confidentiality and scope of case manager services will be critiqued
 - ❖ Participants will be able to assess the variety of roles of Case Managers at the universities presented and analyze the pros and cons for each of the models presented

Conference | Breakout Abstracts

MONDAY

8:30 AM - 10:00 AM

LOCATION: MARINA 5

REFERENCE: BO 15

Title Combined Destinies: Whites Sharing Grief about Racism - Book Reading and Discussion

Presenter(s) Caroline Haskell

Level Intermediate

Topic Campus diversity, equity, inclusion

Abstract This workshop will use the book, Combined Destinies: Whites Sharing Grief about Racism, to facilitate a dialogue about race and racism. Drawing on personal and heartfelt stories from 52 previously published and unpublished writers, Combined Destinies stretches across our country and across age groups to explore the social and emotional consequences of racism for white Americans. The book is based on the premise that for positive and lasting change to occur, it is necessary to open hearts as well as minds. These intimate stories, some from writers who have never before spoken of these issues, offers readers a chance to explore their experiences and to examine their own thoughts and feelings about the personal pain and psychological damage that racism creates. Author/Editor and AUCCCD member Caroline Haskell will discuss Ann Jealous' and her new book, including readings from some of the book's contributors and discussion with participants. Participants will have the opportunity to identify with its contributors, to reflect on personal memory and to gain awareness and understanding in ways that only personal stories can convey. This workshop is designed to: Stimulate conversations about race and racism that encourage self-examination. Increase self-awareness and compassion. Generate personal narratives about the impact of racism in participants' lives.

- Objectives**
- ❖ Explore the social and emotional consequences of racism for white Americans.
 - ❖ Reflect on personal memory and encourage self-examination and compassion in addressing racism.
 - ❖ Discuss and explain the ways in which white people have been impacted by racism.

TUESDAY

10:30 AM - 12:00 PM

LOCATION: NAUTILUS 5

REFERENCE: BO 16

Title *Surviving and Thriving in the "New Normal" (An Elements of Excellence Program)*

Presenter(s) Kristen Gray, Connie Horton, Monroe Rayburn, Orin Strauchler

Level Intermediate

Topic Leadership/management

Abstract Counseling Center Directors frequently report that that they "had a rough semester," that "there were a lot of hospitalizations this year," or that they are "going through a period of numerous crises." Data confirm that these perceptions are accurate. Many directors have been functioning as if this were a temporary situation, and that they and their staffs need to "rally" to meet this demand for a time. Examinations of AUCCCD data over the last decade, however, suggest that this is not a phase to be temporarily endured, with heroic efforts that can only reasonably be sustained for brief periods. Instead, directors must face that this is the "new normal." Client numbers are up nationally. There are more crises, more hospitalizations, more pathology. This does not appear to be a trend that will change anytime soon. Thus, it is important for directors to function and lead in this "new normal." Additionally, the "new normal" includes other changes in this "digital native" generation of college students who function in relationships, seek information, and relate to adults in new ways. These sustaining trends also have to be taken into consideration

This panel will briefly share "new normal" data and then discuss practical implications, addressing, and inviting participants into the discussion of questions about how to best function and lead differently in this "new normal" in areas of a) changing delivery models; b) reconsidering reasonable expectations and self-care needs for directors, staff, and trainees; and c) updating consultation and training practice for the broader university, including administration, faculty, and student affairs colleagues.

- Objectives**
- ❖ Participants will articulate a data-informed understanding of the increasing demands and changing client populations of college counseling centers.
 - ❖ Participants will identify strategies for effectively discussing and conveying information about the "new normal" with college administrators and faculty.
 - ❖ Participants will be given at least two suggestions that could be used to adjust clinical practice in ways which would help to address "the new normal" in counseling centers.
 - ❖ Participants will discuss at least two separate "new normal" expectations and related self-care needs for each of the following categories of staff: director, senior staff, and trainees.

Conference | Breakout Abstracts

TUESDAY 10:30 AM - 12:00 PM LOCATION: NAUTILUS 3 REFERENCE: BO 17

Title Interfacing with Campus Constituents: Roles, Boundaries and Ethics for Counseling Services

Presenter(s) Rose Signorello, Elsa Arce, Terence Hannigan, Barbara Hardin

Level Intermediate

Topic Consultation

Abstract Institutions of higher education face increasing numbers of students with diverse backgrounds, cultural differences, individualized needs and complex mental health issues. Universities have limited resources and need creative responses to provide student services integral for retention. Student affairs divisions must offer comprehensive programs to support the academic mission, student engagement and wellness. According to Gurthmann, Ed.D., (2010): "...There is more demand for specialized services than ever before as programs related to mental health services, addictions, treatment, education and recreation continue to emerge..."

Counseling centers experience repeated requests to collaboratively provide expertise in roles with other departments to address student concerns and success initiatives. At times these may conflict with our primary clinical role and mental health ethical standards. As Gurthmann, Ed.D., (2010) mentioned: "...Most human services professionals have ethical guidelines or standards that focus on various areas of professionalism including training, competence, duties, research, outreach and moral and legal standards..."

As directors and clinicians we ask, "How do we approach our campus constituents when addressing student behaviors/issues while adhering to best practices and ethical principles?" As mental health professionals our ethical boundaries must take precedence over others' expectations and requests. We also ask, "How do we educate other constituents to facilitate effective functioning in pivotal roles as consultants, crisis intervenors and clinicians?" Lastly, "How do we maintain effective neutrality when advising campus decision-makers?"

Four experienced directors from small, private institutions will discuss collaboratively navigating our assorted roles therapeutically, systemically and ethically in a multidisciplinary network. This program will draw from best practices of the fields of professional psychology, college counseling, and higher education student services, as well as, the ethical guidelines for psychologists and professional counselors and related research findings that inform the application of psychotherapeutic intervention and counseling center leadership roles. Specific cases will be highlighted. Participants will be invited to discuss ideas and varied roles.

- Objectives**
- ❖ To describe multiple challenges that counseling centers face when interfacing with other constituents and how these challenges impact our work as clinicians, decision-makers and administrators.
 - ❖ To discuss and analyze the varied aspects of working with multidisciplinary professionals, as we address diverse student concerns while maintaining appropriate neutrality and ethical boundaries as clinicians in different campus roles.
 - ❖ To identify critical issues and learn from past challenges in working with other campus constituents in order to promote collaborative environments that support student wellness and retention.
 - ❖ To generate suggestions and educational opportunities that will improve our interactions with campus constituents within student affairs and other campus externals.

TUESDAY 10:30 AM - 12:00 PM LOCATION: MARINA 6 REFERENCE: BO 18

Title Personal and academic video counseling to students and what we learned the first year

Presenter(s) Larry Long

Level Introductory

Topic Counseling/clinical work

Abstract Most university counseling services are challenged to provide services for students in online programs or completing academic related experiences in remote locations. For the past year, the University of Kansas Medical Center implemented a telepsychology program that included video counseling sessions for medical students completing coursework or academic rotations in remote areas of Kansas. During the presentations, I plan to describe our program's development; discuss lessons learned during implementation; provide case examples; and provide a brief video counseling simulation.

- Objectives**
- ❖ Participants will be able to identify key service components to consider in setting up their own video counseling service.
 - ❖ Participants will be able to define triaging criteria for inclusion or exclusion from video counseling services.
 - ❖ Participants will be able to describe the general ethical and legal implications of providing telepsychology for video counseling.

Conference | Breakout Abstracts

TUESDAY

10:30 AM - 12:00 PM

LOCATION: NAUTILUS 2

REFERENCE: BO 19

Title Mindful Self-Compassion: A new science of well-being and emotional resilience

Presenter(s) Edward Hattauer

Level Introductory

Topic Counseling/clinical work

Abstract According to researcher Kristin Neff, self-compassion consists of three components: self-kindness; recognizing our common humanity; and maintaining a balanced, mindful awareness. Essentially self-compassion is compassion turned inward: How do we respond when negative things are happening to us. Is our response characterized by kindness and acceptance? Or by excessive self-criticism, blame, and rumination? This presentation has four main objectives: 1) identify and explore this construct, its clinical relevance and use in programming. 2) Identify research findings that relate self-compassion to a variety of factors including emotional resilience, relationship satisfaction, reductions in depression and anxiety, altruism, forgiveness, and perspective taking. 3) Present a number of experiential meditations and activities designed to foster self-compassion. 4) Present research findings on Center clients who have been taking the Self-Compassion Scale as part of the intake data-collection process.

- Objectives
- ❖ Identify and explore clinical relevance of self-compassion
 - ❖ Describe relevant research on self-compassion
 - ❖ Practice meditations and activities designed to enhance self-compassion
 - ❖ Review self-compassion data collected by the St. John's Counseling Center as part of the Center for College Mental Health research project

TUESDAY

10:30 AM - 12:00 PM

LOCATION: NAUTILUS 4

REFERENCE: BO 20

Title Connected College Counseling Centers: The Caring Campus Project

Presenter(s) Jon Brunner, David Wallace, Liz Gong-Guy

Level Advanced

Topic Leadership/Management

Abstract Since the 2011 AUCCCD National Conference a number of counseling center directors have been working on defining the structure and function of today's college counseling centers. Survey data on center structure, service functions and operation was collected. This data along with a comprehensive literature review regarding center models, current data on the holistic wellness of students, and accreditation standards was used to propose a matrix for structure, functions and service modalities for counseling centers. This effort results in the summer release of the AUCCCD Monograph. This session will serve as the culmination of this project and will consist of a panel of the contributing directors. A discussion of the process, a brief overview of the monograph results and findings will be shared. Panel directors will share their views on how center directors can use the relevant findings and matrix of this monograph. The session will include an open discussion among panelists and attendees.

- Objectives
- ❖ Directors will be able to create a strong base of data and information on current practice of counseling centers and student needs on their campuses.
 - ❖ Directors will be able to design a persuasive argument for the structure, function, and service modalities of today's college counseling centers.
 - ❖ Directors will be able to describe to their administrators the current best practices and thoughts of leaders in the counseling center field

Conference | Breakout Abstracts

TUESDAY

10:30 AM - 12:00 PM

LOCATION: MARINA 5

REFERENCE: BO 21

Title One Destination, Multiple Pathways: Breaking down barriers with students, trainees and staff (Diversity Scholars Program)

Presenter(s) Dianne Aguero-Trotter, Adriana DiPasquale, Xuhua Qin

Level Intermediate

Topic Clinical Work/Training/Staff Development

Abstract This presentation will focus on addressing diversity issues in reaching traditionally underserved student populations, training culturally competent trainees, and addressing diversity issues among staff within the organization. The presentation has three components, and each component will share innovative ideas/experiences that can help to break down barriers in daily practice. Topics to be addressed include reaching out to international students with innovative outreach programs, creating and maintaining a training program which promotes effective conversations in working with students who are culturally diverse, and facilitating culturally sensitive and open conversations to manage different opinions regarding diversity issues within the organization. This presentation also aims at facilitating a discussion on how we can best challenge ourselves to continue to address these complex issues and facilitate multicultural awareness in its broadest terms.

- Objectives**
- ❖ Participants will learn practical considerations to develop outreach programs for international students.
 - ❖ Participants will be introduced to outreach program ideas for international students.
 - ❖ Participants will learn techniques to facilitate personal awareness of her/his cultural background.
 - ❖ Participants will become familiar with approaches for integrating multicultural competence into the clinical training environment.
 - ❖ Participants will discuss case vignettes that present real experiences of tense work environments resulting from insensitivity to issues of multiculturalism and diversity.

TUESDAY

1:30 PM - 3:00 PM

LOCATION: NAUTILUS 1

REFERENCE: BO 22

Title Rejuvenating and Recalibrating Counseling Center Work: In Search of Values, Roles, and then.....Decisions (An Elements of Excellence Program)

Presenter(s) Todd Sevig, Lauren Weitzman, Bruce Herman

Level Intermediate

Topic Leadership/management

Abstract Most counseling centers today are faced with increasing demand, a wonderful outcome from the perspective of the ongoing hard work to reduce help-seeking stigma. However, this increasing demand has not always led to the expansion of resources. When resources have been increased, many centers have gone through a period of merely adding resources to an existing system. For centers when the increased resources are still "not enough" there exists a crossroads, or a fork in the road, or more simply a time of choice. How do we embrace this 'new look' in our centers? How do we make decisions that are grounded in our unique campus realities? How do we rejuvenate ourselves in our role as directors as we re-invent the work of our centers? How might we shift paradigms as we re-imagine the profession of counseling center work? This program will offer a template for making these decisions, providing directors the opportunity to reflect on how to re-calibrate the work of our centers in a spirit of adventure and rejuvenation grounded in our professional commitment to training, clinical work, and outreach.

- Objectives**
- ❖ To describe your center's strengths, weaknesses, and your role in your college/university.
 - ❖ To conduct an intentional systems analysis of your center.
 - ❖ To design a recalibration plan for your center that seeks to empower staff in this process.
 - ❖ To identify avenues of rejuvenation for yourself in the director role.

Conference | Breakout Abstracts

TUESDAY

1:30 PM - 3:00 PM

LOCATION: NAUTILUS 3

REFERENCE: BO 23

Title Clinical Supervision in the College/University Setting: Historical perspectives, current issues and future challenges

Presenter(s) Janet Spoltore, Susan Prieto-Welch, Robert Rando

Level Intermediate

Topic Counseling/clinical work

Abstract College and university counseling centers have historically been valuable training sites for mental health trainees. Shifts in licensing requirements, decreasing available training sites, economic challenges, and current trends in college mental health reinforce the value of counseling center clinical training programs. However, such changes require us to re-examine the costs, benefits and role of offering training programs. Improved supervision requires attention not only to clinical training, but attention to ethical, legal, and practical issues. Developing core competencies for trainees at various levels can enhance supervision. This program will provide a presentation of these issues, "pillars" of psychotherapy supervision, practical issues to improving supervision with trainees, and also utilize discussion to identify future challenges in this practice.

- Objectives**
- ❖ Participants will be able to identify and articulate three legal, ethical and practical concerns in providing clinical supervision in college counseling centers and means of limiting liability.
 - ❖ Participants will be able to identify three core competencies that need to be addressed and achieved by training programs, and discuss how these are addressed and met in their agency's training programs.
 - ❖ Participants will be able to identify how issues related to training programs in counseling centers have changed in the last 5-10 years, and talk about potential contributing factors to these changes.
 - ❖ Participants will be able to identify and articulate three clear benefits of housing training programs in counseling centers, as well as three potential dilemmas posed by doing so.
 - ❖ Participants will be able to identify current dimensions of consideration (administrative, developmental, necessary resources, etc.) for training programs in counseling centers.

TUESDAY

1:30 PM - 3:00 PM

LOCATION: NAUTILUS 2

REFERENCE: BO 24

Title Working with Suicidal Students using the Collaborative Assessment and Management of Suicidality (CAMS)

Presenter(s) David Schroat, Monroe Rayburn

Level Intermediate

Topic Counseling/clinical work

Abstract This panel presentation is on the CAMS approach to working with suicidal students. The CAMS is an evidence-based approach that provides a suicide-specific therapeutic framework. Three counseling center directors describe their experiences using the CAMS. An overview of the CAMS approach will be provided. The topics include: the CAMS philosophy, use of the Suicide Status Form, key ethical considerations and risk management techniques that decrease malpractice risk, and using CAMS in training interns/externs.

- Objectives**
- ❖ Participants will be able to describe and discuss the five core components of the CAMS approach.
 - ❖ Participants will be able to utilize and analyze the Suicide Status Form as the key assessment tool in CAMS.
 - ❖ Participants will be able to list and discuss key ethical considerations and effective risk management techniques for decreasing malpractice risk.
 - ❖ Participants will be able to utilize and design ways to use the CAMS approach in their training programs.

Conference | Breakout Abstracts

TUESDAY 1:30 PM - 3:00 PM

LOCATION: MARINA 6

REFERENCE: BO 25

Title From Vision to Learning Outcomes: Assessment and Strategic Planning Workshop for Student Affairs

Presenter(s) Brian Mistler, Scott Strader

Level Introductory

Topic Leadership/management

Abstract Assessment plans are now commonplace in colleges and universities. At colleges of all sizes the challenges to producing a meaningful and satisfactory plan can be daunting: defining good outcome measures, producing meaningful results, reporting outcomes to administrators and colleagues, and connecting outcomes to divisional goals are all required components. This session will guide the college health and counseling directors through an interactive process of thoughtful strategic planning. Participants are invited to share their visions statements and goals or use sample archetypes provided by the facilitators. Participants will discuss how to translate college-wide and divisional goals into useful objectives with realistic outcomes. We will also provide examples of how data can be used to improve programs and services. Discussion will include choosing methodologies and moving beyond measures of client satisfaction. Participants will have the opportunity to learn new ways of demonstrating value and meeting the needs of the institution, and it is our hope that each participant will walk away with both a better understanding of the process and sample learning outcomes they can use on their own campus.

- Objectives**
- ❖ Participants will discuss the complexities of assessing programs in the college environment.
 - ❖ Participants will describe the process of planning and conducting program assessment and evaluation.
 - ❖ Participants will evaluate their current assessment plans and determine realistic ways to improve the assessment of programs and services towards the development of learning outcomes.

TUESDAY 1:30 PM - 3:00 PM

LOCATION: MARINA 5

REFERENCE: BO 26

Title Implementing a Wellness Mentor Program

Presenter(s) Kyle Bishop

Level Intermediate

Topic Outreach and prevention work

Abstract The session will provide information regarding the collaboration between St. Mary's College of Maryland Counseling Services and campus Athletics to develop the Wellness Mentor Program (WMP). The WMP is a group of volunteer coaches and trainers who work with students who are struggling with mental health issues. The primary objective of the program is to help students seeking mental health services increase levels of healthy exercise. Other benefits of the program include increased social interaction, increased self-esteem, and decreased mental health symptoms, including anxiety and depression. The session will provide information regarding the mental health benefits of exercise, as well as the frequent obstacles that many students who are struggling with mental health issues face in order to engage in regular, healthy exercise. Additionally, the session will provide an in-depth framework of the WMP including treatment plans, recruitment of coaches and trainers, referral of students, and assessment of the program;s effectiveness.

- Objectives**
- ❖ Describe the effectiveness of the Wellness Mentor Program as an adjunct treatment to mental health therapy.
 - ❖ Describe how regular, healthy exercise can positively impact mental health symptoms.
 - ❖ Demonstrate how other college counseling centers can implement a similar Wellness Mentoring Program on their campuses.

Conference | Breakout Abstracts

TUESDAY 1:30 PM - 3:00 PM LOCATION: NAUTILUS 4 REFERENCE: BO 27

Title Retirement: End of the Professional Road or Beginning of Serendipitous Pathways

Presenter(s) Geraldine Piorkowski, Carol Geer, Jeffrey Pollard, Thomas Seals

Level Intermediate

Topic Professional Development of Directors

Abstract Many directors take on interesting and personally satisfying projects before or after retirement that contribute to their profession and/or community. Frequently these activities have serendipitous outcomes that increase visibility in their community and lead to challenging professional roles and rewards. Panel members will share their own experiences and discuss how participants might create similar outcomes as they wind down their directors' roles.

Objectives

- ❖ To identify past (and current) rewarding volunteer activities that are worth pursuing in retirement
- ❖ To reassess one's values and interests that have the potential of leading to meaningful retirement roles
- ❖ To re-evaluate one's professional life to determine which aspects have been most gratifying and likely to lead to even greater satisfaction in retirement
- ❖ To explore new, "out-of-the box" areas of life with an openness to serendipitous possibilities in retirement

TUESDAY 1:30 PM - 3:00 PM LOCATION: NAUTILUS 5 REFERENCE: BO 28

Title What A Great Idea: Innovations in College Counseling

Presenter(s) Lorna Farmer, Susan MacQuiddy, Elizabeth Gong-Guy, Christine Conway, Jeanne Manese, Deena Crawford, Abigail Lipson

Level Intermediate

Topic Outreach and prevention work

Abstract A face paced, dynamic workshop where six experienced directors will present an innovative counseling center program that they have successfully implemented on their campus. Presentations will be in a "flash format" of ten minutes each allowing lots of time for questions and answers. Although concise, audience members will get all the information they need to replicate or to develop a similar program on their campus.

Objectives

- ❖ Describe an intensive treatment program designed to keep high risk/high need students in school.
- ❖ Compare and contrast the use of campus Red Folder initiatives in guiding our campus communities to connect distressed and concerning students to care, resources, and intervention.
- ❖ Describe a program to involve faculty and administrators in sexual assault prevention.
- ❖ Create an event targeting survivors of suicide focused on healing, remembrance and stigma reduction.
- ❖ Describe a program designed to help students address issues of success and failure in their lives and work, and consider aspects of the program that might be productively applied at your own center/school.

TUESDAY 3:30 PM - 5:00 PM LOCATION: NAUTILUS 1 REFERENCE: BO 29

Title **Managing Mission Muddles: "Do You Do Life-Coaching?" (An Elements of Excellence Program)**

Presenter(s) Abigail Lipson, Yolanda Bogan, Mark Thompson

Level Intermediate

Topic Ethics, legal concerns, risk management

Abstract Counseling centers sometimes struggle to locate themselves between two important boundaries in our work: on the one hand, we don't want to under-recognize significant mental illness, and on the other hand, we don't want to over-pathologize normal student development and human emotion. As a result, we end up doing it all – from 24/7 crisis/threat management, to interactive web design, to long-term treatment of significant mental illness, to puppy pettings. This workshop will explore counseling center mission muddles, and the implications for various professional roles. Where do medical treatment, counseling, prevention/education, case management, sports psychology, advising and academic support, gate-keeping, and life coaching come into play? If we can't do it all, what goes? Please don't say the puppies.

Objectives

- ❖ Articulate some of the ways that college/university counseling centers define their missions/boundaries.
- ❖ Identify the roles and boundary issues associated with various professions (both regulated and unregulated) in our work, such as medicine, counseling, and life coaching.
- ❖ Determine how my own center defines our professional role(s) and manages common mission muddles.

Conference | Breakout Abstracts

TUESDAY 3:30 PM - 5:00 PM

LOCATION: NAUTILUS 3

REFERENCE: BO 30

Title "Dr. Smith is no longer at the Counseling Center"—the impact of forced employment termination of one on the remaining staff

Presenter(s) Raquel Contreras, Steve Brown, Jane Clement, Paul Polychronis

Level Intermediate

Topic Leadership/management

Abstract Counseling center staff members often form a cohesive system where professional relationships often flow, to some degree, into the social/personal arena. In relatively healthful staff members, these multiple relationships are managed appropriately and they develop a healthy balance between a professional relationships and genuine care and concern for each other. Therefore, when one staff member is dismissed, the staff system undergoes reactions that may impact the morale, job satisfaction and professional effectiveness—both positive and negative. This program will present the experiences of four directors following a staff member's termination. Given that most of the time, directors are limited in their ability to share information about the proceedings associated with the dismissal, this presentation will address the impact of the dismissal on the remaining staff. The roles and behaviors seen in the remaining staff will be reviewed as the staff reestablishes equilibrium. Issue of loss, loyalties, boundary definition/blurring, conflict resolution, diversity and overall morale will be addressed. The presenters will address their experience, from the director's perspective in reaching the difficult decision, obtaining various consultations, implementing the dismissal and guiding the recovery afterwards. With the benefit of hindsight now, directors will address what they will do different in the future.

- Objectives**
- ❖ Participants will describe at least 3 responses of remaining staff members following forced termination of one.
 - ❖ Participants will analyze the impact of the forced termination on remaining staff morale (both positive and negative).
 - ❖ Participants will discuss the various presenters' approaches to the forced termination of one.

TUESDAY 3:30 PM - 5:00 PM

LOCATION: NAUTILUS 4

REFERENCE: BO 31

Title Providing Counseling Services for students at satellite campuses and internship programs

Presenter(s) John Parkhurst

Level Intermediate

Topic Ethics, legal concerns, risk management

Abstract Most major universities have programs and internships for full-time students in faraway places, such as Washington, DC, yet they have no safety net to tend to the students' mental health needs at those locations, despite the students usually paying a student-activities fee that includes counseling center support. This session will be a description of the services arranged by and for the University of California system for students spending a semester in Washington, DC. This will also address university-owned or -sponsored housing, and liability, in different forms. Contracts, direct-bill services, and referral-pipelines will be discussed as different approaches to meeting this crucial need, and reducing liability. Q&A opportunity will be built in to the time allotment.

- Objectives**
- ❖ To describe the gap in counseling services that exists for students spending a semester away from the main campus for internship, etc., of which many counseling centers are unaware.
 - ❖ To discuss the dangers and the liability of full-time students in a mental health crisis while enrolled in a university-sponsored program (and often, housing) with no arrangement for services.
 - ❖ To offer at least three methods for securing mental health services which are both competent and knowledgeable concerning the student population and common issues, in the remote setting.
 - ❖ To create planning for provision of remote services in keeping with counseling center practices, traditions, and AUCCCD best practices.

Conference | Breakout Abstracts

TUESDAY 3:30 PM - 5:00 PM

LOCATION: MARINA 6

REFERENCE: BO 32

Title IACS Field Visitor Training

Presenter(s) William Burns, Lee Keyes, Wanda Collins, Anika Fields

Level Introductory

Topic Training for IACS Field Visitors

Abstract This program is open to directors of IACS accredited counseling services who want 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 to the IACS Cloud.

- Objectives
- ❖ Participants will learn to identify the critical elements of a visit and understand its place in the overall review process.
 - ❖ Participants will learn the organization of a typical onsite review including establishing the schedule; maintaining an appropriate role; investigating concerns identified by the IACS Board of Accreditation, conducting interviews with individuals in various roles within the university/college setting; and how to respond during critical incidents that may occur during the visit.
 - ❖ Participants will learn how the field visit fits into the overall review process; the organization of the field visit report, including relating the report to the IACS Standards; developing appropriate recommendations, and determining the overall recommendations for accreditation.
 - ❖ Participants will be trained on how to download center applications and Board reviews from the IACS Cloud (IACS online document storage space).

TUESDAY 3:30 PM - 5:00 PM

LOCATION: MARINA 5

REFERENCE: BO 33

Title Commuter Campuses Networking Session

Presenter(s) Bert Epstein, Sharon Biegen, Dianna Abel

Level Intermediate

Topic Outreach and prevention work

Abstract Counseling centers on predominantly commuter campuses—both at community colleges and 4-year institutions—face challenges not encountered by many residential schools, such as: addressing the special needs of non-traditional, first generation and/or culturally diverse students; serving students with greater levels of poverty; engaging/recruiting commuter students in educational outreach programs and psychotherapy groups; facilitating the difficult transition from community college to a 4-year institution; increasing the visibility, accessibility and availability of counseling services; serving a greater percentage of students with mental health disabilities; providing suicide and violence prevention for a non-residential population; and helping a more transient population meet goals for retention and graduation. This networking/discussion session for directors from predominantly commuter campuses will provide a forum for participants to identify the challenges we currently face, share solutions that have worked for us, and generate new directions to better serve commuting students.

- Objectives
- ❖ Current issues specific to commuter campuses, such as addressing the needs of non-traditional and/or first generation students, increasing student participation in outreach and group programs, facilitating the transition from community college to 4-year institutions, increasing visibility and accessibility of counseling services, and addressing the institution's goals for retention and graduation will be identified.
 - ❖ Participants will prioritize and discuss the identified issues and generate a list of solutions and best practices.
 - ❖ Participants will demonstrate knowledge of barriers to implementation of solutions/best practices and assess ways to overcome these barriers.

Conference | Breakout Abstracts

TUESDAY

3:30 PM - 5:00 PM

LOCATION: NAUTILUS 5

REFERENCE: BO 34

Title Social Media and Threat Assessment

Presenter(s) Brian Van Brunt

Level Advanced

Topic Ethics, legal concerns, risk management

Abstract The notion of leakage occurring prior to a rampage shooting or other act of extreme aggression is not a new concept. An aggressor may share a direct communicated threat via a text message, website, blog or email. A person may share a Facebook™ status update that creates hysteria in a school or campus. Another may post a Twitter™ comment that generates a law enforcement response. In this program, I will review several cases that have occurred over the past year to serve to illustrate the central premise of the program: Rapid detection and intervention of social media and other forms of leakage must be paired with thoughtful, researched-based assessment and management to truly mitigate potential threat. This will be an interactive presentation with frequent graphic and video clip examples from the cases to assist participants in understanding the nature of the threat and encourage the practical application of research-based, culturally sensitive threat assessment principles. The program will be interactive and involve the use of video clips, discussion, audience participation and role-play.

- Objectives
- ❖ Participants will be able to describe the importance of early detection and rapid response when addressing potential leakage through social media.
 - ❖ Participants will review common key words used in search protocols and review several listening platforms, Google™-alert-search options and the limitations and benefits of each of these choices
 - ❖ Participants will discuss the dangers of overreaction to social media content
 - ❖ Participants will review and demonstrate research-based threat assessment concepts through ATAP's RAGE-V (2006) and Turner and Gelles (2003) model of threat assessment.
 - ❖ Participants will discuss the importance of contextual evaluation with respect to diversity and cultural differences.

TUESDAY

3:30 PM - 5:00 PM

LOCATION: NAUTILUS 2

REFERENCE: BO 35

Title Clinical versus Actuarial Assessments of Counseling Center Client Pathology

Presenter(s) Allan J. Schwartz

Level Advanced

Topic Leadership/management

Abstract For over 30 years, annual surveys have indicated that counseling center directors perceive their student clients to be more distressed than had been the case one, three or five years earlier. Their consensus represents a clinical assessment of client distress; that is, an assessment based on professional judgment. Over this same period there have been more occasional assessments that are independent of any professional judgment. These are actuarial assessments of student pathology, and they have yielded contrasting findings. This presentation reviews the history of this contrast and considers both the possible bases and responses to it.

- Objectives
- ❖ Participants will be able to list the three most common DSM-IV diagnostic entities characterizing counseling center clients.
 - ❖ Participants will be able to compare changes in the diagnostic profile for student clients seen from 1920 through 1960 with those found for clients 40-80 years later
 - ❖ Participants will be able to contrast changes in the frequency of pharmacologic intervention with changes in the frequency of diagnoses typically associated with the use of pharmacotherapy.

Conference | Breakout Abstracts

WEDNESDAY 8:30 AM - 10:00 AM

LOCATION: MARINA 6

REFERENCE: BO 36

Title IACS Issues of Accreditation

Presenter(s) William Burns, Lee Keyes, Wanda Collins, Nancy Ronchetti

Level Introductory

Topic Accreditation

Abstract This program, presented by the International Association of Counseling Services(IACS), will describe the advantages,requirements,and the application process for those interested in obtaining accreditation for their university or college counseling center.

- Objectives
- ❖ Participants will discuss the advantages of having university and college counseling services accredited by IACS.
 - ❖ Participants will explore the costs, and the policies and procedures associated with applying for IACS accreditation.
 - ❖ Participants will utilize an information packet which will describe the accreditation process,and include the IACS Standards for University and College Counseling Services.

WEDNESDAY 8:30 AM - 10:00 AM

LOCATION: MARINA 5

REFERENCE: BO 37

Title When the supervisor is gay: Unfolding intersecting identities in clinical and administrative supervision.

Presenter(s) Scott Strader, Andrew Miller, Silvestro Weisner, Garrett Gilmer

Level Introductory

Topic Leadership/management

Abstract While some information exists in the literature regarding supervision with openly GLB clinicians (Bukard, Knox, & Hess, 2009; Pfohl, 2004; Slattery & Dyson, 2008), little has been written about the identity of the supervisor/counseling center director. When the director is openly gay, what is the impact on clinical supervision and the management of the counseling center? In this presentation, data from a preliminary study examining supervisees' experiences working with openly GLB directors will be presented. Four directors will then reflect upon the impact of their identities on the professional development of clinical staff and trainees, and their interpretations of the data. Clinical supervision, mentoring both GLB and non-GLB-identified clinicians, educating staff and trainees on sexual identity development, and consultation with the college/university community as an openly GLB director will be topics of discussion. Participation from attendees will be welcome to bring additional diversity to, and enhance, the perspectives presented.

- Objectives
- ❖ Participants will describe the relevant issues that emerge when a director's GLB identity impacts clinical and administrative supervision of the counseling center.
 - ❖ Participants will discuss how issues of intersecting identities affect their work as counseling center directors.
 - ❖ Participants will assess how their work is affected by their personal and professional intersecting identities.

Conference | Breakout Abstracts

WEDNESDAY 8:30 AM - 10:00 AM

LOCATION: NAUTILUS 1

REFERENCE: BO 38

Title How important is the intake? Variations on a theme for Counseling Centers

Presenter(s) David Spano, Sam Cochran, Todd Sevig

Level Intermediate

Topic Leadership/management

Abstract The means and methods by which students access services in counseling centers have important implications for resource management, perceptions of center accessibility, and staff morale. Varying means of structuring the initial contact with the counseling center have been developed, including the walk in model, the scheduled intake appointment model, and the brief triage model. This program will describe intake systems at two universities that are based on traditional intake systems. These systems forgo brief triage and offer full sessions to first-time clients. Both systems also incorporate a combination of scheduled intakes and same-day walk-in intakes and crisis services. Implications for resource allocation and clarification of center values will be discussed as well as how these systems differ regarding staffing of cases and philosophy of referrals. Data regarding client retention and outcome will be shared. Data comparing these systems with other systems the centers have used will also be presented.

- Objectives
- ❖ Participants will examine the advantages and drawbacks of using a modified intake system in a university counseling center.
 - ❖ Participants will contrast use of a modified intake system with a brief triage model.
 - ❖ Participants will examine how the presented models address issues of access, retention, and outcome.
 - ❖ Participants will explore the relationship between chosen models and center philosophy.

WEDNESDAY 8:30 AM - 10:00 AM

LOCATION: NAUTILUS 5

REFERENCE: BO 39

Title You did what with Titanium?: Customizing your counseling center's electronic records software.

Presenter(s) Curtis Wiseley, Robert Rando

Level Intermediate

Topic Use of technology

Abstract While our counseling centers are under increasing demands for services, integrating and streamlining the use of clinical technology can maximize our limited staff resources. Enhancing data collection approaches can also support documentation compliance, program evaluation, and research initiatives. This presentation will cover innovative applications of Titanium Schedule, including electronic consent forms, utilization of Titanium across multiple facility locations (including extended campus sites), waiting room kiosks (or surviving without them), unique data forms, and satisfaction surveys.

- Objectives
- ❖ Participants will be able to compare their own approaches for client data entry to other counseling centers.
 - ❖ Participants will understand how to design Titanium Software to require efficient client data entry.
 - ❖ Participants will have the opportunity to review examples of unique electronic chart documentation forms.

Conference | Breakout Abstracts

WEDNESDAY 8:30 AM - 10:00 AM

LOCATION: NAUTILUS 2

REFERENCE: BO 40

Title Transgender Affirming Care in University and College Counseling Centers

Presenter(s) Marcy Hunt, Shelly Kerr, Cassie Nichols, Ellen Taylor

Level Introductory

Topic Campus diversity, equity, inclusion

Abstract Come learn how three university counseling services are addressing the needs of transgender college students. Discussion points will include: (1) why we believe trans affirming care is within university counseling center's role and scope; (2) how to "on board" clinical staff in providing trans affirming care; and (3) what service delivery looks like in terms of assessment, treatment planning, therapy, letters of support, etc. Special attention will be given to the great diversity of needs among transgender individuals relating to mental health services (e.g., gender concerns, mental health issues, non-trans-specific issues) and the historical context of mental health providers as "gatekeepers" to services such as hormone therapy and gender reassignment surgery.

- Objectives
- ❖ Explore the long standing impact of discrimination and barriers to service for transgender students
 - ❖ Discuss competency building practices for trans affirming services in counseling centers
 - ❖ Identify key elements to providing competent trans affirming services (balancing professional obligations with client's right to self-determination, facilitating constructive therapeutic relationships with traditional and nonconforming expressions of gender, coordinating care)

WEDNESDAY 8:30 AM - 10:00 AM

LOCATION: NAUTILUS 3

REFERENCE: BO 41

Title A Tale of Two Surveys: What the AUCCCD and Gallagher/ACCA Directors Surveys Tell Us About College Counseling Centers

Presenter(s) Sharon Mitchell, Monica Osburn, David Reetz

Level Intermediate

Topic Leadership/management

Abstract There has been a movement in higher education toward assessment with the goal of employing data-driven planning to improve programs and services. In addition to campus level data, institutions have engaged in benchmarking to compare their needs and resources to peer institutions. Since 1981, The National Survey of College Counseling (previously The National Survey of Counseling Center Directors) has been a benchmarking tool for college counseling centers (Gallagher, 2012). It is currently sponsored by the American College Counseling Association and the International Association of Counseling Services. For many years, AUCCCD was a sponsor of this survey. However, in 2006 AUCCCD launched their own annual College Counseling Center Directors Survey and Report in order to have greater access and ease in analyzing data that address the members' specific emergent needs. This session will compare and contrast the participants, methodology, and outcomes of the two surveys. Participants will be encouraged to consider how data from the surveys can be utilized in strategic planning including advocating for needed resources and clinical and administrative changes.

- Objectives
- ❖ Participants will utilize information from the surveys to further departmental goals
 - ❖ Participants will learn strategies and best practices from peer institutions
 - ❖ Participants will be able to explain the strengths and limitations of each survey

Conference | Breakout Abstracts

WEDNESDAY 8:30 AM - 10:00 AM LOCATION: NAUTILUS 4 REFERENCE: BO 42

Title Understanding Suicide Clusters on College Campuses: Institutional Responses and the Role of Means Restriction at Two Campuses

Presenter(s) Greg Eells, Chris Brownson

Level Intermediate

Topic Counseling/Clinical; Leadership/Management; Outreach/Prevention

Abstract Periodically colleges and universities experience multiple suicides on their campuses within an academic year. This frequently results an increasing grief burden on campus as well as considerable questioning by university officials and other campus stakeholders. One key step in responding to a situation of this nature is to understand the relevant research on suicide clusters. This research is illustrative of dynamics that can increase risk on any specific campus. A second step is to develop a comprehensive approach to responding to these types of situations that focus on lessening the grief burden as well as implementing effective public health approaches that focus on suicide prevention. These Community focused strategies will be reviewed including an organizational structure for campus committees, a mental health framework that moves from addressing low distress to those addressing high distress and finally a community mental health education strategy that address skill building of campus partners. The larger goal of developing a shared responsibility for students will also be addressed. A final step is to examine ways to incorporate means restriction efforts into this broader campus approach. This includes understanding the relevant research about effective means restriction.

Objectives

- ❖ Understand relevant literature on suicide clusters
- ❖ Analyze the components of a campus wide approach to responding to student mental health concerns
- ❖ Outline various effective means restriction efforts

WEDNESDAY 10:30 AM - 12:00 PM LOCATION: NAUTILUS 2 REFERENCE: BO 43

Title *Directors on Duty (An Elements of Excellence Program) -- Sign up by October 29, 10:30 AM*

Presenter(s) Steve Sprinkle, Wanda Collins

Level Advanced

Topic Consultation

Abstract Conference attendees consistently indicate that informal, one-on-one contacts with experienced director colleagues are among the most gratifying learning opportunities at the conference. Choosing from among several directors with significant experience, the consultee director will be given the opportunity to meet for an uninterrupted, intensive consultation opportunity to address issues of concern and interest. Individual participants will register to meet, either during this program slot or at a mutually convenient alternative time, with one of the senior directors through a sign-up board at the registration area.

Objectives

- ❖ To provide an in depth, individual consultation opportunity for directors.
- ❖ To review current counseling center issues germane to the consultee director’s center.
- ❖ To advance the leadership skills of counseling center directors.

WEDNESDAY 10:30 AM - 12:00 PM LOCATION: MARINA 6 REFERENCE: BO 44

Title Maintenance of Competence: Demonstrated How and Decided by Who?

Presenter(s) Paul Polychronis, Lee Keyes

Level Intermediate

Topic Staff professional development

Abstract Ensuring the public that practitioners are accountable for maintaining competence is part of what constitutes an autonomous self-regulating profession. This issue will be discussed using psychology as the specific example but the general elements involved are applicable to all behavioral healthcare professions. The need for maintenance of competence will be discussed. Current means of ensuring and demonstrating maintenance of competence will be reviewed. Whether the status quo is satisfactory will be examined. The future for establishing maintenance of competence will be explored.

Objectives

- ❖ Describe the need for maintenance of competence in terms of both the good of the profession and the public
- ❖ List and critique current methods used for maintaining competence and demonstrating maintenance of competence to the public
- ❖ Compare and assess various new alternatives for establishing practitioner maintenance of competence

Conference | Breakout Abstracts

WEDNESDAY 10:30 AM - 12:00 PM

LOCATION: NAUTILUS 5

REFERENCE: BO 45

- Title** Wearing Two Hats, Speaking with Two Voices: (the complicated role of Counseling Center directors on BIT teams and other university consultation)
- Presenter(s)** Marian Binder, Lee Keyes, Deb Harper
- Level** Intermediate
- Topic** Ethics, legal concerns, risk management
- Abstract** Psychologists and counselors have long been trained to regard confidentiality above all else. In recent years, with the emphasis on safety and prevention of violence on campuses, college counseling directors and, to some extent, their professional staffs have increasingly been asked to take on roles as consultants, advisors and occasional confidants to Dean of Students Offices, Residence Life, BIT teams, etc. In some of these cases, the student in question not been a client at the counseling center; in other cases they have been seen either extensively or for a brief number of visits. This poses many challenges in terms of what is expected of us in these roles, how much to share and how to share it and dealing with cases where a specific ROI has not, or cannot be obtained. Some institutions make mandatory referrals to the counseling center, bringing a host of other issues into play. Many of us have struggled with how to juggle our commitment to student privacy and confidentiality while cooperating with reasonable concerns for the safety of the student or the campus community. The presentation will serve as a springboard for participants to share their wisdom and concerns.
- Objectives**
- ❖ To discuss and analyze the competing roles of counseling centers in partnering with Dean of Student Offices and campus BIT teams
 - ❖ to foster discussion concerning the positive and negative elements of serving in these dual role
 - ❖ to develop language to be used for respectfully providing relevant information while protecting the privacy of students
 - ❖ to assist participants in developing styles and strategies for more effective communication in these roles

WEDNESDAY 10:30 AM - 12:00 PM

LOCATION: NAUTILUS 4

REFERENCE: BO 46

- Title** Intake Assessment: Comparing the CCAPS, CAS and OQ45
- Presenter(s)** David Bush
- Level** Advanced
- Topic** Consultation
- Abstract** College Counseling Centers are challenged to assess, sometimes in 30-45 minutes initial presenting concerns in order to match students with the most efficacious intervention. Further, severity of symptoms as well as risk is important in assigning priority of service. This session is designed to present the results of a year long research project at USU designed to compare the costs and merits of the College Adjustment Scale, Counseling Center Assessment of Psychological Symptoms and the OQ45. Students were assessed at intake, 4th and 7th sessions to compare accuracy with intake diagnosis and degree of change. Subjective impressions of clinicians were surveyed to document strengths and limitations of each instrument.
- Objectives**
- ❖ Participants will compare the merits and limitations of three major intake assessment tools.
 - ❖ Participants will discuss optimal strategies for making initial decisions at intake and measuring change.
 - ❖ Participants will design an initial assessment proposal for their college counseling center to discuss with their staff.

Conference | Breakout Abstracts

WEDNESDAY 10:30 AM - 12:00 PM

LOCATION: NAUTILUS 1

REFERENCE: BO 47

Title Mandated Counseling: How to Do it Well

Presenter(s) Brian Van Brunt

Level Intermediate

Topic Counseling/clinical work

Abstract This program will review the pros (collaboration with BIT/conduct, support for students...) and cons (ethical concerns, scope of practice expansion...) of offering mandated counseling at your college or university. The presenter will review researched based approaches to working with mandated clients with a focus on Motivational Interviewing, Transtheoretical Change theory and Glasser's work in Reality Therapy. Four case studies will be discussed that highlight the challenges and opportunities found when working with students who are referred for suicidal ideation/attempts, threat to others, AOD issues and odd or strange behavior. The importance of developing an informed consent and release of information as well as a discussion of documentation and communication issues related to confidentiality, assessment, HIPAA and FERPA will be covered. This discussion will explore what documentation and information is shared back to the referral source (BIT, conduct office, DOS). This will be an interactive presentation that encourages discussion, dissenting opinions, case examples and further exploration of the topic. Sample informed consent and release of information documents will be shared. Sample treatment plans for the four case studies (suicide, threat to others, AOD and odd/strange behavior) will also be provided.

- Objectives
- ❖ Participants will be able to list the positive and negative aspects of mandated counseling.
 - ❖ Participants will be able to describe the limits and expectations for communication through state confidentiality standards, HIPAA and FERPA.
 - ❖ Participants will discuss four different cases involving mandated treatment for suicide, threat to others, AOD issues and odd/strange behavior.
 - ❖ Participants will discuss cultural and diversity issues as they apply to mandated counseling (microaggressions, cultural issues in assessment...)

WEDNESDAY 10:30 AM - 12:00 PM

LOCATION: MARINA 5

REFERENCE: BO 48

Title Director Swap: Creating Your Own Professional Development Through Immersion

Presenter(s) Danielle R. Oakley, Chris Brownson

Level Introductory

Topic Leadership/management

Abstract Directors from the University of Texas-Austin and University of Wisconsin-Madison created their own week-long professional development experiences through immersing themselves into one another's centers. The origin of the idea for this experience and elements of the planning process will be outlined. The experience demanded transparency and humility about the good, the bad, and the ugly regarding personnel issues, workflows, politics, and resource allocation. Outcomes from this swap resulted in a transfer of ideas, broader perspective gathering, deeper respect for our work, and a profound sense of professional validation for being a director in these challenging times. The presentation will focus both on the process of this professional exchange, as well as some of the tangible lessons learned.

- Objectives
- ❖ Describe the process for creating one's own professional development opportunity.
 - ❖ List the essential elements for planning an immersion experience.
 - ❖ Explain the implications of an immersion experience that requires transparency and humility.
 - ❖ Discuss the expected and unexpected outcomes of an immersion experience.

Conference | Breakout Abstracts

WEDNESDAY 10:30 AM - 12:00 PM

LOCATION: NAUTILUS 3

REFERENCE: BO 49

Title Challenges and Opportunities of Counseling Centers at Faith-Based Institutions

Presenter(s) Jeff Lanfear, Connie Horton, Deborah Wright, Christy Jordan

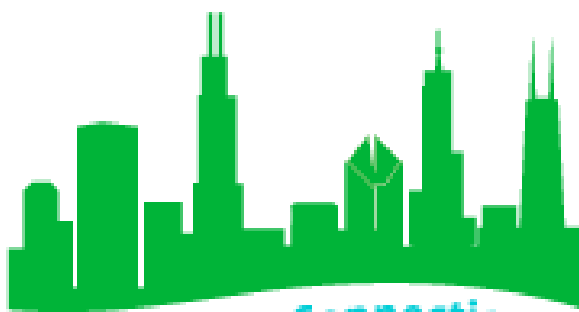
Level Introductory

Topic Campus diversity, equity, inclusion

Abstract Working within the context of a religiously affiliated college or university presents unique challenges and opportunities for counseling center directors and clinicians. This interactive session will explore personal and institutional challenges to counseling centers within faith-based environments including collaborative efforts to promote holistic student development, cross-referrals, and a range of experiences in partnering with clergy or campus ministry teams. We will also discuss issues and promising practices around religious diversity and interfaith awareness, staff tensions around the faith-based mission, and how outreach and inclusion of populations such as LGBT students or students who may not identify with the religious affiliation of the institution may be impacted. Panelists are from a diverse group of institutions representing an array of Catholic and Protestant (mainline and evangelical) institutions with a range of practices on these issues.

- Objectives**
- ❖ Describe the unique challenges and opportunities in working in a counseling center within the context of a religiously affiliated or faith based institution.
 - ❖ Begin to apply information presented on best or promising practices to situation at directors' own faith-based institution, to better serve students.
 - ❖ Analyze and articulate personal and/or ethical tensions between the religious identity and mission of the institution and the role of the counseling center on faith-based campuses.
 - ❖ Describe how incorporating spiritual issues and/or working with campus ministry can be an asset to the therapeutic process, especially at a faith-based institution.
 - ❖ Discuss the spiritual/personal struggles students often feel as it relates to being at a faith-based institution.

Save the Date!



AUCCCD
CHICAGO 2014

Building Connections

Creating Purpose

Designing the Future

Nov. 8 - 12, 2014

Last Name	First Name	School	Email	Phone	City	St/Prvc	Country	School Enrollment Size	Member Type
Abel	Dianna K.	Weber State University	diannaabel@weber.edu	801-626-6406	Ogden	UT	United States	22,001 - 32,000	Member
Abrams	Eve	New York Chiropractic College	eabrams@nycc.edu	315-568-3242	Seneca Falls	NY	United States	Under 3,000	Member
Aguero-Trotter	Dianne	Seton Hall University	Dianne.aguero-trotter@shu.edu	973-761-9500	South Orange	NJ	United States	9,001 - 15,000	Member
Alexander	William	University of Pennsylvania	wba2@upenn.edu	215-898-7021	Philadelphia	PA	United States	22,001 - 32,000	Member
Alishio	Kip	Miami University	alishikc@miamioh.edu	513-529-4634	Oxford	OH	United States	15,001 - 22,000	Member
Alvarez	Jacqueline	Oregon State University	jackie.alvarez@oregonstate.edu	541-737-2131	Corvallis	OR	United States	22,001 - 32,000	Member
Ament	Rosa B.	Pace University, Westchester	rament@pace.edu	914-773-3710	Pleasantville	NY	United States	3,001 - 5,000	Member
Arce	Elsa M.	Chatham University	arce@chatham.edu	312-365-1282	Pittsburgh	PA	United States	One person centers	Member
Arnold	Grace	Oakwood University	garnold@oakwood.edu	256-726-7840	Huntsville	AL	United States	Under 3,000	Member
Aros	Chuy	Webster University Thailand	arosjr@webster.ac.th		Cha-am		Thailand	One person centers	Member
Asidao	Christine	Northeastern Illinois University	c-asidao@neiu.edu	773.442.4650	Chicago	IL	United States	9,001 - 15,000	Member
Assing	Wayne	Rhode Island School of Design	wassing@risd.edu	401-454-6639	Providence	RI	United States	Under 3,000	Member
Austin	Kevin P.	California Institute of Technology	kpa@caltech.edu	626-395-8331	Pasadena	CA	United States	One person centers	Member
Aziz	Jihad	Virginia Commonwealth University	jnaziz@vcu.edu	804-828-6200	Richmond	VA	United States	22,001 - 32,000	Member
Badger	Nancy	University of Tennessee - Chattanooga	nancy-badger@utc.edu	423-425-4438	Chattanooga	TN	United States	9,001 - 15,000	Member
Barna	Adrienne	George Mason	abarna@gmu.edu	703-993-2380	Fairfax	VA	United States	32,001 plus	Member
Barnette	Vivian	North Carolina A & T State University	vdbarnet@ncat.edu	336-334-7727	Greensboro	NC	United States	9,001 - 15,000	Member
Beale	Charles	University of Delaware, IACS	cbeale@udel.edu	302-831-2141	Newark	DE	United States	15,001 - 22,000	Member
Bearce	Jacqueline	Amherst College	jsbearce@amherst.edu	413-542-2354	Amherst	MA	United States	Under 3,000	Member
Becker	Ronald	Saint Peter's University	rbecker@saintpeters.edu	201-761-6420	Jersey City	NJ	United States	3,001 - 5,000	Member
Becker	Scott	Michigan State	scottb@cc.msu.edu	517-355-8270	East Lansing	MI	United States	32,001 plus	Member
Beg	Mohsan	University of Windsor	mbeg@uwindsor.ca	519-253-3000x4613	Windsor	ON	Canada	15,001 - 22,000	Member
Behen	Joseph M.	School of the Art Institute	jbehen@saic.edu	312-499-4271	Chicago	IL	United States	3,001 - 5,000	Member
Benton	Sherry	University of Florida	shbenton@ufl.edu	352-392-1575	Gainesville	FL	United States	32,001 plus	Member
Berkich	Carla	Texas A&M University- Corpus Christi	carla.berkich@tamucc.edu	361-825-2703	Corpus Christi	TX	United States	9,001 - 15,000	Member
Bershad	Carolyn	SUNY Cortland	carolyn.bershad@cortland.edu	6077534728	Cortland	NY	United States	5,001 - 9,000	Member
Besett-Alesch	Tricia	University of Nebraska- Lincoln,	tbesett-alesch2@unl.edu	(402) 472-7450	Lincoln	NE	United States	22,001 - 32,000	Member
Biegen	Sharon	University of Missouri- St.	sharon_biegen@umsu.edu	314-516-5711	St. Louis	MO	United States	9,001 - 15,000	Member
Binder	Marian	University of Arizona	mbinder@email.arizona.edu	520-621-3334	Tucson	AZ	United States	32,001 plus	Member
Birge	Susan	Fairfield University	sbirge@fairfield.edu	203-254-4000 x2146	Fairfield	CT	United States	3,001 - 5,000	Member
Birky	Ian	Lehigh University	itb0@lehigh.edu	610-758-3880	Bethlehem	PA	United States	5,001 - 9,000	Member

Last Name	First Name	School	Email	Phone	City	St/Prvc	Country	School Enrollment Size	Member Type
Bishop	Kyle	St. Mary's College of	kkbishop@smcm.edu	240-895-4289	St. Mary's City	MD	United States	One person centers	Member
Bogan	Yolanda	Florida A&M	yolanda.bogan@famc.edu	850-599-3145	Tallahassee	FL	United States	One person centers	Member
Bolin	Mary C.	University of	marychandler.bolin@uky.edu	859-257-8701	Lexington	KY	United States	22,001 - 32,000	Member
Booth	Ann	College of	Ann.Booth@csi.cuny.edu	718-982-2391	Staten Island	NY	United States	9,001 - 15,000	Member
Borne	Jade	Tarrant County	jade.borne@tccd.edu	817-515-4742	Fort Worth	TX	United States	One person centers	Member
Boyd	Vivian	University of Maryland at	vboyd@umd.edu	301-421-9709	College Park	MD	United States	NA - Emeritus	Emeritus
Boyll	Suzanne	LaSalle	boyll@lasalle.edu	215-951-1355	Philadelphia	PA	United States	3,001 - 5,000	Member
Brandel	Irv	University of	ibrande@uakron.edu	330 666-5033	Akron	OH	United States	NA - Emeritus	Emeritus
Braun	Lynn	Defiance	lbraun@defiance.edu	419-783-2548	Defiance	OH	United States	One person centers	Member
Brolley	Pamela	York University (Glendon)	pbrolley@gl.yorku.ca	416-487-6709	Toronto	ON	Canada	3,001 - 5,000	Member
Brunk	Thomas M.	Washington University in East	tom_brunk@wustl.edu	314-935-5955	Saint Louis	MO	United States	9,001 - 15,000	Member
Brown	Steve	Tennessee	browd02@etsu.edu	423-439-4841	Johnson City	TN	United States	15,001 - 22,000	Member
Brownson	Chris	University of Texas at	cbrownson@austin.utexas.edu	512-475-6990	Austin	TX	United States	32,001 plus	Member
Bruce-Sanford	Gail	Metropolitan State	Brucesan@msudenver.edu	303-556-6433	Denver	CO	United States	22,001 - 32,000	Member
Brunner	Jon	Florida Gulf Coast	jbrunner@fgcu.edu	239-590-7950	Fort Myers	FL	United States	9,001 - 15,000	Member
Bufano	Suzanne	The Citadel	suzanne.bufano@citadel.edu	843-953-6799	Charleston	SC	United States	3,001 - 5,000	Member
Burgetova	Kristina	National Institute of	kristina.burgetova@nie.edu.sg	(65)67903201	Singapore		Singapore	5,001 - 9,000	Member
Burke	Elizabeth	Winona State	eburke@winona.edu	507-457-5330	Winona	MN	United States	9,001 - 15,000	Member
Burks	Suzanne M.	Oklahoma State	suzanne.burks@okstate.edu	405-744-5458	Stillwater	OK	United States	22,001 - 32,000	Member
Burns	Bill	North Dakota state	william.burns@ndsu.edu	701-231-7671	Fargo	ND	United States	9,001 - 15,000	Member
Bush	David	Utah State	david.bush@usu.edu	435-797-1012	Logan	UT	United States	22,001 - 32,000	Member
Caldwell	Jodi K.	Georgia Southern	jodic@georgiasouthern.edu	912-478-5541	Statesboro	GA	United States	15,001 - 22,000	Member
Caluza	Kimberly	Seattle	caluzak@seattleu.edu	206-296-6090	Seattle	WA	United States	5,001 - 9,000	Member
Camp	Janet	Ross University School of	jcamp@rossvet.edu.kn	869-467-3001	Basseterre St. Kitts	WI	St. Kitts Nevis Anguilla	One person centers	Member
Carter	Thacher	Whitman	carterft@whitman.edu	509-527-5195	Walla Walla	WA	United States	Under 3,000	Member
Chang	Victor	Southern Oregon	changv@sou.edu	541-552-6813	Ashland	OR	United States	5,001 - 9,000	Member
Charrier	Beth	St. Edward's	elizc@stedwards.edu	512-448-8538	Austin	TX	United States	5,001 - 9,000	Member
Chiles	Jenine	Argosy University,	jchiles@argosy.edu	312-777-7678	Chicago	IL	United States	Under 3,000	Member
Christiansen	Martha Dennis	Arizona State	martha.christiansen@asu.edu	480-965-6278	Tempe	AZ	United States	NA - Emeritus	Emeritus
Clement	Jane	University of	jclement@memphis.edu	901-678-2068	Memphis	TN	United States	15,001 - 22,000	Member
Clinton	Linda	Texas A&M University-	linda.clinton@tamuc.edu	903-886-5145	Commerce	TX	United States	9,001 - 15,000	Member

Last Name	First Name	School	Email	Phone	City	St/Prvc	Country	School Enrollment Size	Member Type
Cochran	Sam V.	University of Iowa	sam-cochran@uiowa.edu	319-335-7294	Iowa City	IA	United States	22,001 - 32,000	Member
Colbs	Sandy	Illinois State University	scolbs@ilstu.edu	309-438-3574	Normal	IL	United States	15,001 - 22,000	Member
Collins	Wanda	American University	wcollin@american.edu	202-885-3500	Washington	DC	United States	9,001 - 15,000	Member
Compliment	Brad	California State University	brad.compliment@csulb.edu	562-985-4001	Long Beach	CA	United States	One person centers	Member
Conboy	Ruth	Valley Forge Military Academy and College	rconboy@vfmac.edu	610-989-1225	Wayne	PA	United States	Under 3,000	Member
Contreras	Raquel	Clemson University	rcontre@exchange.clemson.edu	864-656-2451	Clemson	SC	United States	22,001 - 32,000	Member
Conway	Christine	Franklin and Marshall College	christine.conway@fandm.edu	717-291-4083	Lancaster	PA	United States	Under 3,000	Member
cook	colleen	Bard College at Simons Rock	ccook@simons-rock.edu	4135287353	Great Barrington	MA	United States	One person centers	Member
Cook	Donelda A.	Loyola University Maryland	dcCook@loyola.edu	410-617-2493	Baltimore	MD	United States	5,001 - 9,000	Member
Cook-Nobles	Robin	Wellesley College	rcooknob@wellesley.edu	781-283-2839	Wellesley	MA	United States	Under 3,000	Member
Cooper	Stewart	Valparaiso University	Stewart.cooper@valpo.edu	219-464-5002	Valparaiso	IN	United States	3,001 - 5,000	Member
Cornish	Peter	Memorial University of Newfoundland	pcornish@mun.ca	709-864-8874	St. John's	NL	Canada	15,001 - 22,000	Member
Cracco	Elizabeth J.	University of Connecticut	elizabeth.cracco@uconn.edu	860-486-4705	Storrs	CT	United States	22,001 - 32,000	Member
Crawford	Deena	University of Southern Mississippi	deena.crawford@usm.edu	601-266-4829	Hattiesburg	MS	United States	15,001 - 22,000	Member
Dailey	Kathlyn	Texas State University	kd01@txstate.edu	512-245-2208	San Marcos	TX	United States	32,001 plus	Member
Dalton	Dori	Terra State Community College	ddalton01@terra.edu	419-559-2342	Fremont	OH	United States	3,001 - 5,000	Member
Dasey-Morales	Maureen	Wichita State University	maureen.dasey-morales@wichita.edu	316-978-3440	Wichita	KS	United States	9,001 - 15,000	Member
Davidshofer	Charles	Colorado State	charles.davidshofer@colostate.edu	970-980-8779	Fort Collins	CO	United States	NA - Emeritus	Emeritus
Davis	Tim	University of Virginia	tld8n@virginia.edu	434-243-5150	Charlottesville	VA	United States		Member
Dawes	Stephen	Furman University	steve.dawes@furman.edu	864-294-3031	Greenville	SC	United States	Under 3,000	Member
Dawson	David	Salve Regina University	david.dawson@salve.edu	401-341-2454	Newport	RI	United States	One person centers	Member
Deakin	Spencer	Frostburg State University	sdeakin@frostburg.edu	301-687-4234	Frostburg	MD	United States	5,001 - 9,000	Member
deBoer	David	Loyola University	ddeboer@luc.edu	773-508-2546	Chicago	IL	United States	15,001 - 22,000	Member
DeGroot	Gary	Claremont University Consortium	gary_degroot@cuc.claremont.edu	909-621-8202	Claremont	CA	United States	5,001 - 9,000	Member
Dickey-Chasins	Harriett	Grinnell College	DICKEY@grinnell.edu	6412693230	Grinnell	IA	United States	Under 3,000	Member
DiPasquale	Adriana	College of the Holy Cross	adipasqu@holycross.edu	(508) 793-3363	Worcester	MA	United States	Under 3,000	Member
DiTulio	Jim	Western Illinois University	je-ditulio@wiu.edu	309-298-2453	Macomb	IL	United States	9,001 - 15,000	Member
Dixon	Stephanie	Johnson & Wales University	stephanie.dixon@jwu.edu	401-598-4495	Providence	RI	United States	9,001 - 15,000	Member
Donahoe	Patrick	Montana State	pdonahoe@montana.edu	406-994-4531	Bozeman	MT	United States	15,001 - 22,000	Member
Donnelly	Sharon	Delaware Valley College	sharon.donnelly@delval.edu	215-345-1500	Doylestown	PA	United States	Under 3,000	Member
Dougher	Kirk	Florida Atlantic	mdough10@fau.edu	561-297-3540	Boca Raton	FL	United States	22,001 - 32,000	Member
Douglas	Karen	McMurry University	douglas.karen@mcm.edu	3257934880	Abilene	TX	United States	9,001 - 15,000	Member
Duncan	Pamela P.	Manhattanville College	duncanp@mville.edu	914-323-5158	Purchase	NY	United States	One person centers	Member

Last Name	First Name	School	Email	Phone	City	St/Prvc	Country	School Enrollment Size	Member Type
Dunkle	John H.	Northwestern	j-dunkle@northwestern.ed	847-491-2151	Evanston	IL	United States	15,001 - 22,000	Member
Dunn	Gary	UC Santa Cruz	gmdunn@ucsc.edu	831-459-1942	Santa Cruz	CA	United States	15,001 - 22,000	Member
Dunn-Steinke	Molly	Quincy University	steinmo@quincy.edu	217-228-5432x3785	Quincy	IL	United States	Under 3,000	Member
Dupont	Paul	University of Wisconsin - Milwaukee	pdupont@uwm.edu	414-229-2927	Milwaukee	WI	United States	22,001 - 32,000	Member
Dwyer	Matt	East Carolina University	dwyer@ecu.edu	252-328-6661	Greenville	NC	United States	22,001 - 32,000	Member
Earle	Heather	Dartmouth College	heather.earle@dartmouth.edu	603-646-9442	Hanover	NH	United States	3,001 - 5,000	Member
Edmondson	Charles	Tarrant County College-NW	charles.edmondson@tccd.edu	817-515-7726	Fort Worth	TX	United States	One person centers	Member
Edwards	Bud	DePauw University	budedwards@depauw.edu	765-658-4268	Greencastle	IN	United States	Under 3,000	Member
Fells	Greg	Cornell University	gte3@cornell.edu	607-255-5208	Ithaca	NY	United States	22,001 - 32,000	Member
Eggers	John	St. Cloud State	jmeegg@stcloudstate.edu	320-308-3171	St. Cloud	MN	United States	15,001 - 22,000	Member
Emma	Hager	Roberts Wesleyan College	hager_emma@roberts.edu	585594631	Rochester	NY	United States	Under 3,000	Member
Epstein	Bert	Santa Rosa Junior	bepstein@santarosa.edu	707-524-1595	Santa Rosa	CA	United States	22,001 - 32,000	Member
Escoto	Ernesto	University of Miami	e.escoto@miami.edu	305-284-5511	Coral Gables	FL	United States	15,001 - 22,000	Member
Evans	Katherine	Seton Hall University	katherine.evans@shu.edu	973-761-9500	South Orange	NJ	United States	9,001 - 15,000	Member
Evashevski	Keith	University of Wyoming	keski@uwyo.edu	307-766-2187	Laramie	WY	United States	9,001 - 15,000	Member
Farmer	Lorna	Centenary College	farmerl@centenarycollege.edu	908-852-1400x2125	Hackettstown	NJ	United States	3,001 - 5,000	Member
Fast	Jennifer	Lake Forest College	fast@mx.lakeforest.edu	847-735-5240	Lake Forest	IL	United States	Under 3,000	Member
Fiala	Bill	Azusa Pacific University	bfiala@apu.edu	626-815-2109	Azusa	CA	United States	9,001 - 15,000	Member
Fields	Anika	Florida A&M University	anika.c.fields@gmail.com	(850) 599-3014	Tallahassee	FL	United States	NA - Emeritus	Emeritus
Fisher	Anne	New College of Florida	fisher@ncf.edu	941-487-4254	Sarasota	FL	United States	3,001 - 5,000	Member
Fleck	Patti J.	Missouri University of Science and Technology	pfleck@mst.edu	573-341-4211	Rolla	MO	United States	5,001 - 9,000	Member
Flynn	Christopher	Virginia Tech	flynnc@vt.edu	540-231-6557	Blacksburg	VA	United States	22,001 - 32,000	Member
Freeman-Smith	Faye	Heartland Community College	faye.freemansmith@heartland.edu	309-268-8419	Normal	IL	United States	3,001 - 5,000	Member
Friedman-Lombardo	Jaclyn	Montclair State University	friedmanlj@mail.montclair.edu	973-655-7599	Montclair	NJ	United States	15,001 - 22,000	Member
Gallagher-Hobson	Abisola	New Jersey City University	agallagher@njcu.edu	201-200-3165	Jersey City	NJ	United States	9,001 - 15,000	Member
Galvinhill	Paul	College of the Holy	pgalvinh@holycross.edu	508-793-3363	Worcester	MA	United States	Under 3,000	Member
Gartner	Maggie	Texas A&M University	mgartner@scs.tamu.edu	979-845-4427	College Station	TX	United States	32,001 plus	Member
Gaynor	Peggy	NDSU - Fargo	peggy.gaynor@ndsu.edu	701293884	Fargo	ND	United States	NA - Emeritus	Emeritus
Geer	Carol	University of California - Santa Barbara	cageer@mac.com	805.964.8482	Santa Barbara	CA	United States	NA - Emeritus	Emeritus
Gerken	Stacey	University of Wisconsin - Stevens Point	sgerken@uwsp.edu	715-346-3553	Stevens Point	WI	United States	9,001 - 15,000	Member
Gersh	Geniene	Western Michigan University	geniene.m.gersh@wmich.edu	269-387-1850	Kalamazoo	MI	United States	22,001 - 32,000	Member

Last Name	First Name	School	Email	Phone	City	St/Prvc	Country	School Enrollment Size	Member Type
Gilmer	Garrett	Bowling Green State University	ggilmer@bgsu.edu	419-372-2081	Bowling Green	OH	United States	15,001 - 22,000	Member
Givens	Chaney	Regis University	cgivens@regis.edu	303-458-3529	Denver	CO	United States	Under 3,000	Member
Gong-Guy	Elizabeth	University of California, Los Angeles	egongguy@caps.ucla.edu	310-825-0768	Los Angeles	CA	United States	32,001 plus	Member
Goodwin	Alan	California Lutheran University	agoodwin@callutheran.edu	805-493-3727	Thousand Oaks	CA	United States	3,001 - 5,000	Member
Gorman	Kimberly	Western Carolina University	ksgorman@wcu.edu	828-227-7469	Cullowhee	NC	United States	9,001 - 15,000	Member
Graham	Stephanie	Edgewood College	srgraham@edgewood.edu	(608) 663-2281	Madison	WI	United States	Under 3,000	Member
Gray	Kristen	Hope College	gray@hope.edu	616-395-7945	Holland	MI	United States	3,001 - 5,000	Member
Green	Judith	Ramapo College of New Jersey	jgreen2@ramapo.edu	201-684-7523	Mahwah	NJ	United States	5,001 - 9,000	Member
Greiner	Douglas	Missouri State	douggreiner@missouristate.edu	417-836-5116	Springfield	MO	United States	15,001 - 22,000	Member
Gutierrez-Lopez	Leticia	California State University	lgutierrez-lopez@fullerton.edu	657-278-3040	Fullerton	CA	United States	32,001 plus	Member
Hagenbaugh	James	Immaculata University	jhagenbaugh@immaculata.edu	610-647-4400	immaculata	PA	United States	3,001 - 5,000	Member
Hahn	Sarah	University of California, Davis	shahn@shcs.ucdavis.edu	530-752-0871	Davis	CA	United States	32,001 plus	Member
Hamilton	Joe	Truman State University	hamilton@truman.edu	660-785-4014	Kirkville	MO	United States	5,001 - 9,000	Member
Hammond	Laura	University of California, Riverside	laura.hammond@ucr.edu	951-827-5531	Riverside	CA	United States	15,001 - 22,000	Member
Hancock	John	Lewis and Clark College	hancock@lclark.edu	503-768-7160	Portland	OR	United States	3,001 - 5,000	Member
Hannigan	Terence P.	Manhattan College - Miguel Hall, 5th Floor	terence.hannigan@manhattan.edu	(718) 862-7394	Riverdale	NY	United States	3,001 - 5,000	Member
Hanson	Richard	Rockhurst University	rick.hanson@rockhurst.edu	816-501-4275	Kansas City	MO	United States	Under 3,000	Member
Hardin	Barbara	St. Mary's University	bhardin@stmarytx.edu	210-436-3135	San Antonio	TX	United States	3,001 - 5,000	Member
Harper	Deborah A.	Ithaca College	counseling@ithaca.edu	607-274-3136	Ithaca	NY	United States	5,001 - 9,000	Member
Harrison	Elise	Emerson College	elise_harrison@emerson.edu	617-824-8595	Boston	MA	United States	3,001 - 5,000	Member
Harshbarger	John	Oberlin College	jharshba@oberlin.edu	440-775-8470	Oberlin	OH	United States	One person centers	Member
Hart	Susan L.	UAB (University of Alabama at	counseling@uab.edu	205-934-5816	Birmingham	AL	United States	15,001 - 22,000	Member
Haskell	Caroline	California State University	chaskell@csumb.edu	831-582-3989	Seaside	CA	United States	3,001 - 5,000	Member
Hattauer	Edward A.	St. John's University	hattauee@stjohns.edu	718-990-6384	Queens	NY	United States	15,001 - 22,000	Member
Hawks	Brenda	Bentley University	BHAWKS@bentley.edu	781-891-2274	Waltham	MA	United States	5,001 - 9,000	Member
Heitzmann	Dennis	Penn State University	deh8@psu.edu	814-865-0966	University Park	PA	United States	32,001 plus	Member
Henry	Philip W.	Shippensburg University,	pwhenr@ship.edu	717-477-1481	Shippensburg	PA	United States	5,001 - 9,000	Member
Henry-Miller	Leanne	Oglethorpe University	lhenry@oglethorpe.edu	404-504-3415	Atlanta	GA	United States	One person centers	Member
Herman	Bruce	University of Maryland Baltimore County	bherman@umbc.edu	410-455-2472	Baltimore	MD	United States	9,001 - 15,000	Member
Hermes	Joseph	University of Illinois at Chicago	jhermes@uic.edu	312-996-3490	Chicago	IL	United States	22,001 - 32,000	Member
Hicks	Dale	University of South Florida	dalehicks1@gmail.com	813-833-0430	Lutz	FL	United States	NA - Emeritus	Emeritus

Last Name	First Name	School	Email	Phone	City	St/Prvc	Country	School Enrollment Size	Member Type
Hill	Curtis	Southern Utah	hillc@suu.edu	435-865-8621	Cedar City	UT	United States	5,001 - 9,000	Member
Hofmann	Karen	University of Central Florida	Karen.Hofmann@ucf.edu	407-823-2811	Orlando	FL	United States	One person centers	Member
Holland	Carol	Slippery Rock University	carol.holland@sru.edu	724-738-2034	Slippery Rock	PA	United States	5,001 - 9,000	Member
Hollingsworth	Kathy	Emeritus, Duke	kathy.hollingsworth@aol.com	919-384-5558	Durham	NC	United States	NA - Emeritus	Emeritus
Holton	Janice	Babson College	jholton@babson.edu	781-239-6352	Wellesley	MA	United States	One person centers	Member
Hook	Randy	Bridgewater College	rhook@bridgewater.edu	540-828-5358	Bridgewater	VA	United States	Under 3,000	Member
Hopkins	Nina	Morgan State University	Nina.Hopkins@morgan.edu	443-885-3130	Baltimore	MD	United States	3,001 - 5,000	Member
Horsham-Brathwaite	Cicely	York College	cbrathwaite@york.cuny.edu	718-262-5261	Jamaica	NY	United States	5,001 - 9,000	Member
Horton	Connie	Pepperdine University	connie.horton@pepperdine.edu	310-506-4210	Malibu	CA	United States	3,001 - 5,000	Member
Horwitz	Erika	Simon Fraser University	ehorwitz@sfu.ca	778-782-3197	Burnaby BC	BC	Canada	32,001 plus	Member
Hotaling	Marcus	Union College	hotalinm@union.edu	518-388-6383	Schenectady	NY	United States	Under 3,000	Member
Hunt	Marcy	Portland State	mhun2@pdx.edu	503-725-5194	Portland	OR	United States	22,001 - 32,000	Member
Hutchinson	Gail	Western University	gail@uwo.ca	519-661-2111 Exr 85946	London	ON	Canada	32,001 plus	Member
Hyde	Heather	British Columbia Institute of Technology	hhyde@bcit.ca	604-432-8432	Burnaby	BC	Canada	32,001 plus	Member
Irvin	ValaRay J.	Southern University and A&M College	valaray_irvin@subr.edu	225-771-2480	Baton Rouge	LA	United States	5,001 - 9,000	Member
Jackson	Kenneth	Purdue University Calumet	kjackson@purduecal.edu	219-989-2366	Hammond	IN	United States	9,001 - 15,000	Member
Jaronski	Ann	University of South Florida	atj1@usf.edu	813-974-2831	Tampa	FL	United States	32,001 plus	Member
Jazdzewski	Richard	University of Wisconsin-California State	jazdzewr@uww.edu	262-472-1305	Whitewater	WI	United States	9,001 - 15,000	Member
Jazzabi	Mahnoush	University, LA	mjazzabi@calstatela.edu	323-343-3342	Los Angeles	CA	United States	15,001 - 22,000	Member
Jenkins	J. Marshall	Berry College	mjenkins@berry.edu	706-236-2259	Mount Berry	GA	United States	Under 3,000	Member
Johnson	Douglas P.	University of Maine	doug.johnson@umit.maine.edu	201-581-1392	Orono	ME	United States	9,001 - 15,000	Member
Jones	Dan	Appalachian State University	jonesdl@appstate.edu	828-262-3180	Boone	NC	United States	15,001 - 22,000	Member
Jordan	Christy	Campbell University	jordanc@campbell.edu	910-814-5708	Buies Creek	NC	United States	3,001 - 5,000	Member
Jorgensen-Funk	Sandy	San Diego State University	jorgens1@mail.sdsu.edu	619-594-5220	San Diego	CA	United States	22,001 - 32,000	Member
Juarez	Reina	University of California, San Diego	rjuarez@ucsd.edu	858-534-3578	La Jolla	CA	United States	22,001 - 32,000	Member
Kahn	Alfred J.	University of Houston - Clear Lake	kahn@uhcl.edu	281-283-2585	Houston	TX	United States	5,001 - 9,000	Member
Kandell	Jonathan	Universities at Shady Grove	jkandell@umd.edu	301-738-6274	Rockville	MD	United States	3,001 - 5,000	Member
Kasprowicz	Al	West Virginia University	alfred.kasprowicz@mail.wvu.edu	304 293-4431	Morgantown	WV	United States	22,001 - 32,000	Member
Kavanaugh	Maria	Stonehill College	mkavanaugh@stonehill.edu	5085651331	South Easton	MA	United States	Under 3,000	Member
Kazin	Bob	Hamilton College	rkazin@hamilton.edu	315-859-4340	Clinton	NY	United States	Under 3,000	Member
Kearney	Anne	LeMoyne College	kearneae@lemoyne.edu	315-445-4195	Syracuse	NY	United States	3,001 - 5,000	Member

Last Name	First Name	School	Email	Phone	City	St/Prvc	Country	School Enrollment Size	Member Type
Keillor	Robin	Pacific University	keillor@pacificu.edu	503-352-2191	Forest Grove	OR	United States	3,001 - 5,000	Member
Kennedy	Rebecca	University of West	rkennedy@uwf.edu	850-474-2420	Pensacola	FL	United States	9,001 - 15,000	Member
Kerr	Shelly	University of Oregon	skerr@uoregon.edu	541-346-2700	Eugene	OR	United States	22,001 - 32,000	Member
Kersting	L. Megan	Clark University	mkersting@clarku.edu	508-793-7678	Worcester	MA	United States	3,001 - 5,000	Member
Keyes	Lee	University of Alabama	lkeyes@sa.ua.edu	205-348-3863	Tuscaloosa	AL	United States	One person centers	Member
Kincade	Elizabeth	Indiana University of Pennsylvania	ekincade@iup.edu	724-357-2621	Indiana	PA	United States	9,001 - 15,000	Member
kindreich	rebecca	Concordia University	rebecca.kindreich@cui.edu	949-214-3104	Irvine	CA	United States	3,001 - 5,000	Member
King	Ahyana	Penn State University Brandywine	ajk23@psu.edu	6108921249	Media	PA	United States	Under 3,000	Member
Kirkland-	Sharon	University of Maryland	skirklan@umd.edu	301-314-7651	College Park	MD	United States	32,001 plus	Member
Klug	Jeffrey	Wheaton College	klug_jeffrey@wheatoncollege.edu	508-286-3905	Norton	MA	United States	One person centers	Member
Knodel	Rita	University of Victoria	rknodel@uvic.ca	250-721-8341	Victoria	ON	Canada	15,001 - 22,000	Member
Krylowicz	Brian	Springfield College	bkrylowicz@springfieldcollege.edu	413-748-3345	Springfield	MA	United States	3,001 - 5,000	Member
Kuentzel	Jeffrey	Wayne State University	jkuentzel@wayne.edu	313-577-3398	Detroit	MI	United States	22,001 - 32,000	Member
Kumler	Kurt	Carnegie Mellon University	kkumler@cmu.edu	412-268-2922	Pittsburgh	PA	United States	9,001 - 15,000	Member
KURAMITSU	Osamu	The University of Tokyo	okuramitsu@gmail.com	81-3-5841-2516	Tokyo		Japan	One person centers	Member
Lane	Timothy	University of North Texas, ACCCCS	Timothy.Lane@unt.edu	940-565-2741	Denton	TX	United States	32,001 plus	Member
Lanfear	Jeffrey	DePaul University	jlanfear@depaul.edu	773 325 8308	Chicago	IL	United States	22,001 - 32,000	Member
Langevin	John R.	University of New England	jlangevin@une.edu	207-602-2549	Biddeford	ME	United States	5,001 - 9,000	Member
Lauffenburger	Linda	Wittenberg University	llauffenburger@wittenbergg.edu	937-327-7811	Springfield	OH	United States	One person centers	Member
Lear	Shelly	Hobart and William Smith	lear@hws.edu	315-781-3388	Geneva	NY	United States	Under 3,000	Member
Ledbetter	Sislena	Univ. of the District of Columbia	sledbetter@udc.edu	202-257-6182	washington	DC	United States	5,001 - 9,000	Member
Lee	Andrew J.	Kean University	jilee@kean.edu	908-737-4850	Union	NJ	United States	15,001 - 22,000	Member
Lees	Robert	Univ of Ill @ Chicago	Leeshall@comcast.net	520-668-8538	River Forest	IL	United States	NA - Emeritus	Emeritus
Lesley	Rhonda	Northwest Missouri State	rlesley@nwmissouri.edu	660-562-1348	Maryville	MO	United States	One person centers	Member
LeViness	Peter	University of Richmond	pleviness@richmond.edu	804-289-8119	University of Richmond	VA	United States	3,001 - 5,000	Member
Lin	Ellen	San Jose State	ellen.lin@sjsu.edu	408-924-5910	San Jose	CA	United States	22,001 - 32,000	Member
Linden	Kristin	Loyola Marymount University	klinden1@lmu.edu	310-338-2868	Los Angeles	CA	United States	5,001 - 9,000	Member
Lipson	Abigail	Harvard University	alipson@bsc.harvard.edu	617-495-2581	Cambridge	MA	United States	15,001 - 22,000	Member
Locher	Linda	Bucknell University	llocher@bucknell.edu	570-577-1604	Lewisburg	PA	United States	3,001 - 5,000	Member
Lochner	Bruce	University of Central Oklahoma	blochner@uco.edu	405-974-2215	Edmond	OK	United States	15,001 - 22,000	Member
Long	Larry	University of Kansas Medical Center	llong@kumc.edu	913-588-6580	Kansas City	KS	United States	22,001 - 32,000	Member
Lovstuen	Brenda C.	Cornell College	blovstuen@cornellcollege.edu	319-895-4292	Mount Vernon	IA	United States	One person centers	Member
Lucas (Phelan)	Carol A.	Adelphi University	clucas@adelphi.edu	516-877-3145	Garden City	NJ	United States	5,001 - 9,000	Member

Last Name	First Name	School	Email	Phone	City	St/Prvc	Country	School Enrollment Size	Member Type
Lurie	Daphne	The Scripps Research Institute	dlurie@scripps.edu	(858)784-7915	La Jolla	CA	United States	One person centers	Member
Lynch Ervin	Sandra	Prince George's Community College	drslynchervin@gmail.com	301 322-0093	Largo	MD	United States	15,001 - 22,000	Member
Lyons Rowe	Sandra	Santa Monica College	rowe_sandra@smc.edu	310-434-4440	Santa Monica	CA	United States	32,001 plus	Member
Lysne	Marit	Carleton College	mlyсне@carleton.edu	504-222-4080	Northfield	MN	United States	Under 3,000	Member
MacFarlane	Polly	York University	pmacfarl@yorku.ca	416-736-5297	Toronto	ON	Canada	32,001 plus	Member
Mack	Judith	University of California-Davis	jkmack3@sbcglobal.net	530-756-0126	Davis	CA	United States	One person centers	Emeritus
MacQuiddy	Susan	Colorado State	Susan.Macquiddy@colostate.edu	970-491-6053	Fort Collins	CO	United States	22,001 - 32,000	Member
Magnus	Keith	Butler University	kmagnus@butler.edu	317-940-9385	Indianapolis	IN	United States	3,001 - 5,000	Member
Malat	Heide	St. Catherine university	hmalat@stkate.edu	651-690-6805	St. Paul	MN	United States	3,001 - 5,000	Member
Manese	Jeanne	University of California, Irvine	jmanese@uci.edu	949-824-6457	Irvine	CA	United States	22,001 - 32,000	Member
Mann	Warrenetta	College of William & Mary	wcman@wm.edu	757-221-3620	Williamsburg	VA	United States	5,001 - 9,000	Member
Manson	Rachel	Lincoln University	jjirh@aol.com	484-365-7807	Lincoln University	PA	United States	One person centers	Member
Marczynski	Cindy	University of Nevada, Reno	cmarczynski@unr.edu	775-784-4648	Reno	NV	United States	15,001 - 22,000	Member
Markson	Alison W.	Curry College	amarkson1109@curry.edu	617-333-2120	Milton	MA	United States	Under 3,000	Member
Marsh	Jim	Baylor University	Jim_Marsh@baylor.edu	254-710-2467	Waco	TX	United States	9,001 - 15,000	Member
Marshall	Donn	University of Puget	marshall@pugetsound.edu	253-879-1555	Tacoma	WA	United States	3,001 - 5,000	Member
Marte	Benjamin	Rensselaer Polytechnic Institute	marteb2@rpi.edu	518-276-6479	Troy	NY	United States	5,001 - 9,000	Member
Martin	Donald	University of Ottawa	dmartin@uottawa.ca	613-562-5200	Ottawa	ON	Canada	32,001 plus	Member
Martin	Juanita K.	University of Akron	juanita@uakron.edu	330-972-7082	Akron	OH	United States	22,001 - 32,000	Member
Mason	Terry	Iowa State University	oriolo@iastate.edu	515-294-0153	Ames	IA	United States	32,001 plus	Member
Matthews	David P.	Georgia Southern University	dmatthews@georgiasouthern.edu	912-478-5541	Statesboro	GA	United States	NA - Emeritus	Emeritus
McCleery	Jeremy	Charlotte School of Law	jmccleery@charlottelaw.edu	7048088023	Charlotte	NC	United States	One person centers	Member
McConnell	Judith	University of North	judy.mcconnell@hotmail.com	940-391-6287	Denton	TX	United States	NA - Emeritus	Emeritus
McCool	Joan	Buffalo State College	mccooljl@buffalostate.edu	716-878-4436	Buffalo	NY	United States	9,001 - 15,000	Member
McCowan	Carla	University of Illinois at Urbana-Champaign	cmccowan@illinois.edu	217-333-3702	Champaign	IL	United States	32,001 plus	Member
McGuinness	Thomas P.	Boston College	mccuines@bc.edu	617-552-2317	Chestnut Hill	MA	United States	9,001 - 15,000	Member
McIver	Stephanie	University of New	smciver@unm.edu	505-277-7953	Albuquerque	NM	United States	22,001 - 32,000	Member
McKay	Tamara	University of Michigan	tamaramc@umflint.edu	810-762-3456	Flint	MI	United States	5,001 - 9,000	Member
McLean	Ronnie	University of Maryland Eastern Shore	rlmclean@umes.edu	(410) 651-6464	Princess Anne	MD	United States	3,001 - 5,000	Member
McLeod	Mark	Emory University	rmcleod@emory.edu	404-727-7450	Atlanta	GA	United States	9,001 - 15,000	Member
Meehan	Barbara	Arizona State University	barbara.meehan@asu.edu	480-965-6146	Tempe	AZ	United States	One person centers	Member
Meier	Bradley	USC, Health Science Campus	bradlerm@usc.edu	323-442-5631	Los Angeles	CA	United States	3,001 - 5,000	Member

Last Name	First Name	School	Email	Phone	City	St/Prvc	Country	School Enrollment Size	Member Type
Miller	Andrew	Sam Houston State University	adm007@shsu.edu	936-294-1720	Huntsville	TX	United States	15,001 - 22,000	Member
Miller	Kelly	University of	kmiller@uindy.edu	317-788-3437	Indianapolis	IN	United States Pacific Islands	5,001 - 9,000	Member
Mills	Jessica	University of Bridgeport	jemills@bridgeport.edu	203-576-4454	Bridgeport	CT	United States	3,001 - 5,000	Member
Mishra	Sharda	Meharry Medical	smishra@mmc.edu	615-327-6156	Nashville	TN	United States	Under 3,000	Member
Mistler	Brian	Ringling College of Art and Design	bmistler@ringling.edu	941-893-2855	Sarasota	FL	United States	One person centers	Member
Mitchell	Natalie	Marymount University	natalie.mitchell@marymount.edu	7035266861	Arlington	DC	United States	3,001 - 5,000	Member
Mitchell	Sharon	University at Buffalo	smitch@buffalo.edu	716-645-2720	Buffalo	NY	United States	22,001 - 32,000	Member
Molyneux	Annette J.	Drexel University	ajm26@drexel.edu	215-895-2052	Philadelphia	PA	United States	22,001 - 32,000	Member
Montgomery-Coon	Deborah	Bradley University Health	dkmontgomery@fsmail.bradley.edu	309-677-2700	Peoria	IL	United States	5,001 - 9,000	Member
Moon	Susan	Culver-Stockton College	smoon@culver.edu	573-288-6441	Canton	MO	United States	One person centers	Member
Moore	Carolyn D.	North Carolina Central University	cmoore@ncsu.edu	919-530-5294	Durham	NC	United States	5,001 - 9,000	Member
Morse	Charles	Worcester Polytechnic Institute	cmorse@wpi.edu	508-831-5540	Worcester	MA	United States	5,001 - 9,000	Member
Mousavi	Mahnaz	Georgetown, School of Foreign Services in	mnm25@georgetown.edu	011974-4457-8213	Doha		Qatar	Under 3,000	Member
Mueller	Steven D.	University of Dayton	smueller1@udayton.edu	937-229-3141	Dayton	OH	United States	5,001 - 9,000	Member
Murray	Sean	Curtin University	s.murray@curtin.edu.au	+61 (08) 92667850	Perth	WA	Australia	32,001 plus	Member
Murray, Jr.	Thomas L.	University of North Carolina School of the Arts	murrayt@unca.edu	336-770-3277	Winston-Salem	NC	United States	One person centers	Member
Nakayama	Karen	Fort Lewis College	Nakayama_K@fortlewis.edu	970-247-7212	Durango	CO	United States	3,001 - 5,000	Member
Naruo	Gail	California State University, Fullerton (Emeritus)	gail.naruo@gmail.com	512-663-1523	Austin	TX	United States	NA - Emeritus	Emeritus
Neal	Gary	Trinity University	gneal@trinity.edu	210-999-7411	San Antonio	TX	United States	Under 3,000	Member
Nelson	Sherri	Brown University	sherri_nelson@brown.edu	401-863-3476	Providence	RI	United States	5,001 - 9,000	Member
Ng	Jeffrey	Fordham University	jeng@fordham.edu	718-817-3736	Bronx	NY	United States	15,001 - 22,000	Member
Ng	Monica	California State Polytechnic University, Pomona	monicang@csupomona.edu	909-869-3220	Pomona	CA	United States	22,001 - 32,000	Member
Ngo	Norma	University of Houston	nngo2@Central.UH.EDU	713-743-5454	Houston	TX	United States	32,001 plus	Member
Nifakis	Debbie	McMaster University	nifakis@mcmaster.ca	905-525-9140 ext.	Hamilton	ON	Canada	22,001 - 32,000	Member
Oakley	Danielle	University of Wisconsin-Madison	droakley@uhs.wisc.edu	608-262-5218	Madison	WI	United States	One person centers	Member
O'Hara	Marcy	Westmont College	mohara@westmont.edu	805-565-6003	Santa Barbara	CA	United States	Under 3,000	Member
Olowude	Brian	Fresno City College	brian.olowude@fresnocitycollege.edu	559-442-8284	Fresno	CA	United States	22,001 - 32,000	Member
Olson	Ellie	Simpson College	ellie.olson@simpson.edu	515-961-1556	Indianola	IA	United States	Under 3,000	Member
Olson Hong	Shauna	CSU East Bay	shauna.hong@csueastbay.edu	(510) 885-3735	Hayward	CA	United States	9,001 - 15,000	Member
O'Neill	Steve	St. Olaf College	oneill@stolaf.edu	507-786-3062	Northfield	MN	United States	3,001 - 5,000	Member

Last Name	First Name	School	Email	Phone	City	St/Prvc	Country	School Enrollment Size	Member Type
Onestak	David	James Madison University	onestadm@jmu.edu	540-568-6552	Harrisonburg	VA	United States	15,001 - 22,000	Member
O'Regan	Anne-Elise	Saint Mary's University	anne-elise.oregan@smu.ca	1-902-420-5610	Halifax	NS	Canada	5,001 - 9,000	Member
O'Saben	Carol	Northern Arizona University	Carol.OSaben@nau.edu	928-523-2261	Flagstaff	AZ	United States	15,001 - 22,000	Member
Ovedia	Nicole	Lynn University	novedia@lynn.edu	561-237-7140	Boca Raton	FL	United States	One person centers	Member
Palmateer	Jacaranda	University of Denver	jacaranda.palmateer@hcc.edu	303-871-4298	Denver	CO	United States	9,001 - 15,000	Member
Pammer	Andrea	Fairmont State University	apammer@fairmontstate.edu	304-367-4686	Fairmont	WV	United States	5,001 - 9,000	Member
Parkhurst	John C.	Catholic U & U. Cal DC	jparkhurstx3@yahoo.com	202-234-7738	Washington	DC	United States	NA - Emeritus	Emeritus
Parrent	Condoa	Tarrant County College	condoa.parrent@tccd.edu	817-515-6532	Hurst	TX	United States	32,001 plus	Member
Paulson	Donald L.	Idaho State University	pauldona@isu.edu	208-282-2130	Pocatello	ID	United States	9,001 - 15,000	Member
Payne	Anna Beth	Susquehanna University	paynea@susqu.edu	570-372-4238	Selinsgrove	PA	United States	Under 3,000	Member
Payne	June	Ball State University	jpayne@bsu.edu	765-285-1264	Muncie	IN	United States	15,001 - 22,000	Member
Perez	Ruperto M.	Georgia Institute of Technology	ruperto.perez@vpss.gatech.edu	404-894-2575	Atlanta	GA	United States	15,001 - 22,000	Member
Perone	Julie	West Chester University of	jperone@wcupa.edu	610-436-2301	West Chester	PA	United States	15,001 - 22,000	Member
Perry	Jonathan C.	University of Arkansas	jperry@uark.edu	479-575-5276	Fayetteville	AR	United States		Member
Petrillo	Emilia	University of Maryland Baltimore County	epetr001@umaryland.edu	410-328-8404	Baltimore	MD	United States	5,001 - 9,000	Member
Piassick	Emily	Mercer University	piassick_ea@mercer.edu	478-301-2862	Macon	GA	United States	3,001 - 5,000	Member
Pinkerton	Nick	University of Hartford	npinkerto@hartford.edu	860-768-4482	West Hartford	CT	United States	5,001 - 9,000	Member
Piorkowski	Geraldine	U. of Illinois at Chicago	drpiork@aol.com	312-861-0500	Chicago	IL	United States	NA - Emeritus	Emeritus
Platt	Susan	Salus University	splatt@salus.edu	215-780-1311	Elkins Park	PA	United States	Under 3,000	Member
Polychronis	Paul D.	University of Central Missouri	ppolychr@ucmo.edu	660-543-4060	Warrensburg	MO	United States	9,001 - 15,000	Member
Ponto	Patricia	Kalamazoo College	pponto@kzoo.edu	269-337-7191	Kalamazoo	MI	United States	Under 3,000	Member
Popma	Joellen	University of Rochester	jpopma@ur.rochester.edu	585-275-3115	Rochester	NY	United States	9,001 - 15,000	Member
Portnoy	Robert N.	University of Nebraska-Lincoln	rportnoy1@unl.edu	402-472-7450	Lincoln	NE	United States	22,001 - 32,000	Member
Prieto-Welch	Susan	Purdue University	slprieto-welch@purdue.edu	765-494-6995	West Lafayette	IN	United States	32,001 plus	Member
Prince	Jeffrey	UC Berkeley/UCSF	jprince@uhs.berkeley.edu	510-642-9494	Berkeley	CA	United States	One person centers	Member
Pritchett	Nikki	Florida Sate University	npritchett@admin.fsu.edu	850-644-2003	Tallahassee	FL	United States	32,001 plus	Member
Pulakos	Joan	University of Idaho	pulakos@uidaho.edu	208-885-6716	Moscow	ID	United States	9,001 - 15,000	Member
Qin	Xuhua	Tufts University	xuhua.qin09@gmail.com	217-417-7411	Belmont	MA	United States	9,001 - 15,000	Member
Quagliana	David	Lee University	dquagliana@leeuniversity.edu	423-614-8415	Cleveland	TN	United States	3,001 - 5,000	Member
Raforth	Karen	University of Colorado	karen.raforth@colorado.edu	303-492-7227	Boulder	CO	United States	22,001 - 32,000	Member
Rajput	Hussein	Hamline University	hrajput01@hamline.edu	651-523-2204	St. Paul	MN	United States	3,001 - 5,000	Member

Last Name	First Name	School	Email	Phone	City	St/Prvc	Country	School Enrollment Size	Member Type
rakoff	steve	Tarrant County College	steve.rakoff@tccd.edu	817-515-3584	Fort Worth	TX	United States	32,001 plus	Member
Rando	Robert A.	Wright State University	robert.rando@wright.edu	937-775-3407	Dayton	OH	United States	15,001 - 22,000	Member
Rayburn	Monroe	The Catholic University of	rayburn@cua.edu	202-319-5765	Washington	DC	United States	5,001 - 9,000	Member
Reeder	B. Lynne	University of North Carolina Wilmington	reeder@uncw.edu	910-962-3746	Wilmington	NC	United States	9,001 - 15,000	Member
Reetz	David	Aurora University	dreetz@aurora.edu	630-844-5416	Aurora	IL	United States	3,001 - 5,000	Member
Reinhardt	Brian	California State University, Chico	brian.reinhardt@gmail.com	530-898-6345	Chico	CA	United States	15,001 - 22,000	Member
Reising	Gregory	Towson University	greising@towson.edu	410-704-2512	Towson	MD	United States	15,001 - 22,000	Member
Reymann	Linda	Stevenson University	lreymann@stevenson.edu	443-352-4200	Stevenson	MD	United States	3,001 - 5,000	Member
Rice	Mark	Binghamton University	merice@binghamton.edu	607-777-2772	Binghamton	NY	United States	15,001 - 22,000	Member
Richards	Jill	Rutgers University - New	jillrich@echo.rutgers.edu	732-932-3966	New Brunswick	NJ	United States	One person centers	Member
Roberts	Amber	Grand Valley State University	roberamb@gvsu.edu	616-331-3266	Allendale	MI	United States	22,001 - 32,000	Member
Roberts	Philip	Bridgewater State University	proberts@bridgew.edu	508-531-1331	Bridgewater	MA	United States	9,001 - 15,000	Member
Robertson	Bruce	St. Norbert College	bruce.robertson@snc.edu	920-403-3266	De Pere	WI	United States	Under 3,000	Member
Rockett	Geraldine	University of St. Thomas	gmrockett@stthomas.edu	651-962-6780	St. Paul	MN	United States	9,001 - 15,000	Member
Rodgers	Robert N.	University of South Carolina	rrodgers@mailbox.sc.edu	803-777-5223	Columbia	SC	United States	32,001 plus	Member
Ronchetti	Nancy	IACS	iacsinc@earthlink.net	703-823-9840	Alexandria	VA	United States	NA - Emeritus	Emeritus
Rosen	Donald	Emeritus	donaldrosenphd@charter.net	8172942026	Fort Worth	TX	United States	NA - Emeritus	Emeritus
Rosenstein	Ilene	University of Southern California	irosenst@usc.edu	213-740-7711	Los Angeles	CA	United States	One person centers	Member
Russell	Michael	City Colleges of Chicago	mrussell23@ccc.edu	312-553-5858	Chicago	IL	United States	One person centers	Member
Ruxton	Brooke	Northern Illinois University	bruxton@niu.edu	815-753-1206	DeKalb	IL	United States	22,001 - 32,000	Member
Sahgal	Anita	USF ST Petersburg	anitas@usfsp.edu	727-873-4422	St. Petersburg	FL	United States	3,001 - 5,000	Member
Salem	Susan	Mount St. Mary's	ssalem@msmc.la.edu	310-954-4112	Los Angeles	CA	United States	Under 3,000	Member
Samuels	Robert M.	University of Rhode Island	rsamuels@mail.uri.edu	401-874-2288	Kingston	RI	United States	9,001 - 15,000	Member
Sanford	Jennifer	Humboldt State University	jennifer.sanford@humboldt.edu	707 826-3236	Arcata	CA	United States	5,001 - 9,000	Member
Sanford	Jessica	Earlham College	sanfoje@earlham.edu	765-983-1432	Richmond	IN	United States	Under 3,000	Member
Saunders-Fields	Christine	State University of New York, Downstate Medical	christine.saunders-fields@downstate.edu	718-270-1408	Brooklyn	NY	United States	One person centers	Member
Schaefer	Karen	New Mexico State University	kschaefer@ad.nmsu.edu	575-646-2731	Las Cruces	NM	United States	15,001 - 22,000	Member
Schongalla-Bowman	Nancy	Princeton Theological Seminary	nancy.schongalla@ptsem.edu	609-497-7891	Princeton	NJ	United States	Under 3,000	Member
Schroat	David	University of Michigan - Dearborn	dschroat@umd.umich.edu	313-593-5430	Dearborn	MI	United States	5,001 - 9,000	Member
Schubert	Marianne	Wake Forest University	schubem@wfu.edu	336-758-5273	Winston-Salem	NC	United States	5,001 - 9,000	Member
Schulze	Louann	Tarrant County College	louann.schulze@tccd.edu	817-515-1280	Fort Worth	TX	United States	32,001 plus	Member

Last Name	First Name	School	Email	Phone	City	St/Prvc	Country	School Enrollment Size	Member Type
Schwartz	Allan	University of Rochester	Allan.schwartz@rochester.edu	585-275-3113	Rochester	NY	United States	NA - Emeritus	Emeritus
Seals	Tom	University of Illinois at Urbana-Champaign	taseals@illinois.edu	217-344-7521	Champaign	IL	United States	NA - Emeritus	Emeritus
Sellers	Jes	Case Western Reserve University	jes.sellers@case.edu	216-368-5872	Cleveland	OH	United States	9,001 - 15,000	Member
Serra	Neuza	Rutgers - The State University of NJ -	nmserra@camden.rutgers.edu	856-225-6005	Camden	NJ	United States	5,001 - 9,000	Member
Sevig	Todd	University of Michigan	tdsevig@umich.edu	734-763-9392	Ann Arbor	MI	United States	One person centers	Member
Sharma	Micky	The Ohio State	sharma.369@osu.edu	614-292-5766	Columbus	OH	United States	32,001 plus	Member
Shipp	Judy L.	University of Illinois Springfield	jship1@uis.edu	217-206-7122	Springfield	IL	United States	5,001 - 9,000	Member
Signorello	Rose L.	University of St. Thomas	signorr@stthom.edu	713-525-3162	Houston	TX	United States	3,001 - 5,000	Member
Simmons	Rosemary E.	Southern Illinois University	rsimmons@siu.edu	618-453-5371	Carbondale	IL	United States	15,001 - 22,000	Member
Smith	Jenny	Lenoir Rhyne University	jenny.smith@lr.edu	828-328-7252	Hickory	NC	United States	One person centers	Member
Smith	Kate	Reed College	smithk@reed.edu	503/517-7462	Portland	OR	United States	Under 3,000	Member
Smith	Steve	Brigham Young	steve_smith@byu.edu	801-422-3779	Provo	UT	United States	22,001 - 32,000	Member
Snodgrass	Gregory	Texas State University	gs03@txstate.edu	512-282-8350	Austin	TX	United States	NA - Emeritus	Emeritus
Spano	David	Univ. of North Carolina - Charlotte	dbspano@unccl.edu	704-687-0311	Charlotte	NC	United States	22,001 - 32,000	Member
Speed	Coleen	Grambling State University	speedc@gram.edu	318-274-3163	Grambling	LA	United States	5,001 - 9,000	Member
Spivack	James		spivack@towson.edu	410-465-7048	Ellicott City	MD	United States	NA - Emeritus	Emeritus
Spoltore	Janet D.	Connecticut College	janet.spoltore@conncoll.edu	860-439-4587	New London	CT	United States	Under 3,000	Member
Sponholz	Karin	Notre Dame de Namur University	ksponholz@ndnu.edu	650-508-3714	Belmont	CA	United States	Under 3,000	Member
Sprinkle	Steve	University of San Diego	sdsprinkle@sandiego.edu	619-260-4655	San Diego	CA	United States	5,001 - 9,000	Member
Stanford	Jeanne	University of California, Santa	jeanne.stanford@sa.ucsb.edu	805-893-4411	Santa Barbara	CA	United States	22,001 - 32,000	Member
Steel	Cathy	UCR	cmsteel@verizon.net	xx	xxx	CA	United States	NA - Emeritus	Emeritus
Steibe-Pasalich	Susan	University of Notre	susan.steibe-pasalich.1@nd.edu	574-631-7336	Notre Dame	IN	United States	9,001 - 15,000	Member
Stenger	Tracy	SUNY Fredonia	tracy.stenger@fredonia.edu	716-673-3424	Fredonia	NY	United States	5,001 - 9,000	Member
Stevens	Mark A.	California State University	mark.stevens@csun.edu	818-677-2366	Northridge	CA	United States	32,001 plus	Member
Stock	Sue	Roosevelt University	sstock@roosevelt.edu	312-341-3548	Chicago	IL	United States	5,001 - 9,000	Member
Strader	Scott C.	Eckerd College	stradesc@eckerd.edu	727-864-8248	St. Petersburg	FL	United States	Under 3,000	Member
Strassman	Janet	Massachusetts College of Pharmacy & Health	janet.strassman-perlmutter@mcphs.edu	508-373-5690	Worcester	MA	United States	Under 3,000	Member
Strauchler	Orin	Mount Saint Mary College	orin.strauchler@msmc.edu	845-569-3547	Newburgh	NY	United States	One person centers	Member
Suk	Jeannine	Medaille College	jsuk@medaille.edu	716-880-2339	Buffalo	NY	United States	Under 3,000	Member
Sundsmo	Alecia	Dickinson College	sundsmoa@dickinson.edu	717-245-1663	Carlisle	PA	United States	Under 3,000	Member
Sween	Barbara J.	Northern Kentucky University	sweenb@nku.edu	859-572-5650	Highland Heights	KY	United States	15,001 - 22,000	Member

Last Name	First Name	School	Email	Phone	City	St/Prvc	Country	School Enrollment Size	Member Type
TAN	SOO YIN	National Institute of Education, Singapore	soooyin.tan@nie.edu.sg	65 67903222	SINGAPORE		Singapore	3,001 - 5,000	Member
Terrell	Sherri	University of Texas at El Paso	Siterrell@utep.edu	915-747-5302	El Paso	TX	United States	22,001 - 32,000	Member
Thomas	Barbara	University of San Francisco	thomasb@usfca.edu	415-422-6352	San Francisco	CA	United States	9,001 - 15,000	Member
Thompson	Eileen	Wheelock College	ethompson@wheelock.edu	617-879-2413	Boston	MA	United States	One person centers	Member
Thompson	Mark D.	Colgate University	mdthompson@colgate.edu	315-228-7385	Hamilton	NY	United States	Under 3,000	Member
To	Dai	Saint Marys College of California	hmt4@stmarys-ca.edu	925-631-4364	Moraga	CA	United States	One person centers	Member
Trzepacz	Angie	Murray State University	atrzepacz@murraystate.edu	270-809-6861	Murray	KY	United States	9,001 - 15,000	Member
Turks	Stacie	University of the Pacific	sturks@pacific.edu	209-946-2315	Stockton	CA	United States	5,001 - 9,000	Member
Vlach	Erin	Columbus College of Art & Design	evlach@ccad.edu	6142224000	Columbus	OH	United States	Under 3,000	Member
Wagner	Laura	Saint Josephs College	lwagner@saintjoe.edu	219.866.6116	Rensselaer	IN	United States	One person centers	Member
Walker	Jeanne M.	Chapman University	walker@chapman.edu	714-744-7078	Orange	CA	United States	5,001 - 9,000	Member
Walker	Jen	Eastern Kentucky University	jen.walker@eku.edu	859-622-1303	Richmond	KY	United States	15,001 - 22,000	Member
Wallace	David L.	University of Missouri - Columbia	dwallace1949@gmail.com	573-882-6601	Columbia	MO	United States	32,001 plus	Member
Wallack	Cory	Syracuse University	cwallack@syr.edu	315-443-4715	Syracuse	NY	United States	15,001 - 22,000	Member
Waller	Beatrice	East Central University	bwaller@ecok.edu	580-559-5714	Ada	OK	United States	One person centers	Member
Walls-McKay	Maureen	Longwood University	wallsmckaymj@longwood.edu	434.395.2409	Farmville	VA	United States	3,001 - 5,000	Member
Waters	Myra	University of Baltimore	mwaters@ubalt.edu	410-837-5159	Baltimore	MD	United States	3,001 - 5,000	Member
Weiner	Alfred	Ohio University	weiner@ohio.edu	740-593-1616	Athens	OH	United States	15,001 - 22,000	Member
Weinman	Todd	University of Vermont	todd.weinman@uvm.edu	802-656-3340	Burlington	VT	United States	9,001 - 15,000	Member
Weisner	Silvio Menzano	The George Washington University	sweisner@gwu.edu	202-994-5300	Washington	DC	United States	22,001 - 32,000	Member
Weitzman	Lauren M.	University of Utah	lweitzman@sa.utah.edu	801-581-6826	Salt Lake City	UT	United States	32,001 plus	Member
Whitney	Joan G.	Villanova University	joan.whitney@villanova.edu	610-519-4050	Villanova	PA	United States	9,001 - 15,000	Member
Wilcox	Kim	University of Northern Colorado	kim.wilcox@unco.edu	970-351-2496	Greeley	CO	United States	9,001 - 15,000	Member
Williams	Nate	University of Mary Hardin	nwilliams@umhb.edu	254-295-4696	Belton	TX	United States	3,001 - 5,000	Member
Wilson	Andrea	California State University, East Bay, OCCDHE	andrea.wilson@csueastbay.edu	(510) 885-3640	Hayward	CA	United States	9,001 - 15,000	Member
Wiseley	Curtis	Lindsey Wilson College	wiseleypsyd@gmail.com	270-384-8475	Columbia	KY	United States	Under 3,000	Member
Wolszon	Linda R.	Texas Christian	l.wolszon@tcu.edu	817-257-7863	Fort Worth	TX	United States	9,001 - 15,000	Member
Wright	Deborah	La Sierra University	dwright@lasierra.edu	951-785-2011	Riverside	CA	United States	Under 3,000	Member
Wyatt	Lisa	Sonoma State University	lisa.wyatt@sonoma.edu	707-664-2153	Rohnert Park	CA	United States	5,001 - 9,000	Member
Yau	Tow Yee	University of Cincinnati	tow.yau@uc.edu	513-556-0648	Cincinnati	OH	United States	One person centers	Member
Yoakum	Richard	Samford university	ryoakum@samford.edu	205-726-2065	Birmingham	AL	United States	3,001 - 5,000	Member
Young	Lorraine	University of Redlands	lorraine_young@redlands.edu	909 748-8108	Redlands	CA	United States	3,001 - 5,000	Member

Last Name	First Name	School	Email	Phone	City	St/Prvc	Country	School Enrollment Size	Member Type
Zebrowski	Mike	Marquette University	mike.zebrowski@mu.edu	414-288-7172	Milwaukee	WI	United States	9,001 - 15,000	Member
Zeilenga	Terri	Columbia College	tlzeilenga@ccis.edu	573-875-7423	Columbia	MO	United States	Under 3,000	Member
Zukor	Tevya	University of Pittsburgh	tez5@pitt.edu	412-648-7930	Pittsburgh	PA	United States	22,001 - 32,000	Member

Conference Benefits

Attendance at the conference can help accomplish the following:

- ❖ Facilitate and support diversity, multi-culturalism and social justice on campus
- ❖ Learn risk management strategies and legal and ethical guidelines to minimize the university's legal exposure
- ❖ Learn threat assessment information to help your university reduce the risk of violence on campus
- ❖ Save money by learning to manage the counseling service in a cost efficient and time efficient manner
- ❖ Better support the academic mission of the institution by training faculty and staff in responding and referring troubled and troubling students
- ❖ Support and develop learning goals and learning outcomes
- ❖ Contribute to retention of students
- ❖ Learn national standards of practice in the field
- ❖ Recruit, attract and retain the best and most diverse staff possible
- ❖ Learn about training practices and standards for practicum, and internships
- ❖ Learn to reduce the risk of suicide and other acts of violence by students
- ❖ Reduce the likelihood of tragic events such as violence, sexual assault, alcohol poisoning and drug overdose that bring negative publicity to the institution
- ❖ Create and maintain successful group therapy programs that allow you to serve more students
- ❖ Develop leadership, administrative and management skills that are not part graduate training
- ❖ Learn about accreditation from the International Association of Counseling Services, the primary accreditation organization for collegiate counseling services
- ❖ Support internationalization on your campus
- ❖ Learn how to provide consultation and outreach services
- ❖ Learn about recent research regarding counseling centers and their work
- ❖ Develop effective strategies for responding to crises, emergencies, and disaster situations
- ❖ Learn about models and methods of triage, intake and clinical flow
- ❖ Understand the use of technology in counseling services
- ❖ Develop strategies to get grants and external funding for counseling services
- ❖ Receive continuing education credits at relatively inexpensive cost to maintain professional licensure.

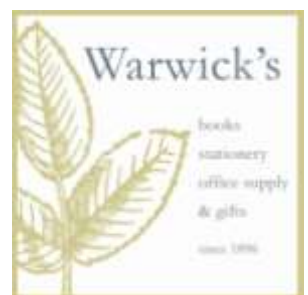
Exhibitor Roster

Exhibitor	Tbl #	Address	City	State	Email	Phone
Alive Mental Health Fair	3	411 Log Canoe Circle	Stevensville	MD	reese@hopeline.com	443-249-3125
American Foundation for Suicide Prevention	6	120 Wall Street	New York	NY	mmortali@afsp.org	212-363-3500
Center for Deployment Psychology	18	4301 Jones Bridge Rd.	Bethesda	MD	Sappiah@deploymentpsych.org	301-816-4763
CU Thrive	11				Schoder@bellsouth.net	954-349-8280
Eating Recovery Center	14	1830 Franklin St., Suite 500	Denver	CO	kfitzgerald@eatingrecoverycenter.com	720-258-4030
eCHECKUP TO GO	5		San Diego	CA	doug.van.sickle@sdsu.edu	619-894-6672
IACS	1	101 S. Whiting Street	Alexandria	VA	iacsinc@earthlink.net	703-823-9840
Kognito Interactive	13	130 W 25th St	New York	NY	lori@kognito.com	212-675-9234
Medicat, LLC	4	1100 Johnson Ferry Rd. Ste. 240	Sandy Springs		LRohlfing@medicat.com	404-252-2295
Point and Click Solutions	15	6 Lincoln Knoll Lane, Suite 101	Burlington	MA	admin@pointnclick.com	781-272-9800
ProtoCall Services	17	621 SW Alder, Suite 400	Portland	OR	laura.schaefer@protocallservices.com	877-819-0287
Remuda Ranch	9	1655 N Tegner St	Wickenburg	AZ	csteffensen@themeadows.com	928-684-4077
Student Health 101	16	112 Turnpike Rd, Suite 305	Westborough	MA	espector@studenthealth101.com	866-636-8336
The Haven	10	13924 Panay Way #401	Marina Del Rey	CA	sharon@recoverygrads.com	310-480-7129
The Menninger Clinic	19	12301 Main St.	Houston	TX	aaltman@menninger.edu	713-275-5000
The Ranch at Dove Tree	12	2535 E Southlake Blvd. Ste 220	Southlake	TX	tbennett@ranchatdovetree.com	806-777-0885
Routledge Journals (non-staffed)	20	325 Chestnut Street	Philadelphia	PA	Emily.finley@taylorandfrancis.com	215-625-4252
Timberline Knolls Residential Treatment Center	7	40 Timberline Drive	Lemont	IL	meilers@timberlineknolls.com	630-343-2387
Titanium Software, Inc.	2	PO Box 980788	Houston	TX	Karl@TitaniumSoftware.com	281-443-3544
University of Illinois	8	610 E. John Street	Champaign	IL	glarnold@illinois.edu	217-333-3702

Sponsors and Special Recognition

Organization	Sponsor Level	Email/Website	Phone
eCHECKUP TO GO	Gold Sponsor - Bags	doug.van.sickle@sdsu.edu	619-894-6672
OCCDHE	Gold Sponsor – Keynote Speakers	www.occdhe.org	
ProtoCall Services	Silver Sponsor - Networking Break and Conference App	laura.schaefer@protocallservices.com	877-819-0287
Warwick's	Book vendor	www.warwicks.com	858-454-0347

Thank you 2013 Sponsors and Exhibitors!



Connect. Learn. Achieve.
Student Affairs at Illinois.

Schedule at a Glance

SATURDAY

7:00A – 6:00P	Registration
7:00A – 8:30A	Continental Breakfast
8:00A – 10:30A	IACS Board of Directors' Mtg
8:30A – 12:00P	AUCCCD Board Mtg
8:30A – 11:30A	AM Preconference
8:30A – 4:00P	Full Day Preconference
10:30 – 1:00P	IACS Board of Accreditation Mtg
1:00P – 4:00P	PM Preconference
4:00P – 6:00P	New Directors/First Time Attendees Workshop
5:00P – 6:30P	Board Reception
6:30P – 10:30P	Opening Reception

SUNDAY

7:00A – 6:00P	Registration
7:00A – 8:30A	Continental Breakfast
7:00A – 5:00P	Exhibit Hall
7:00A – 8:30A	Worship Service
7:15A – 8:15A	Research Consortium Mtg
7:30A – 8:00A	Mindfulness Meditation
8:30A – 9:30A	Partners' Orientation
8:30A – 10:00A	First Business Meeting
10:00A – 10:30A	Break
10:30A – 12:00P	Keynote: Dr. Claude Steele
12:00P – 1:30P	Multicultural Directors' Luncheon
12:00P – 1:30P	Directors from Catholic Schools Luncheon
1:30P – 3:00P	Concurrent Sessions
3:00P – 3:30P	Break
3:30P – 5:00P	Schools by Size Sessions
5:00P – 6:30P	IACS Wine and Cheese Reception
5:15P – 6:45P	CCMH Meeting
6:00 P	Group Dinners

MONDAY

7:00A – 1:00P	Registration
7:00A – 8:30A	Continental Breakfast
7:00A – 12:00P	Exhibit Hall
7:00A – 8:00A	Bob McGrath Annual Fun Run/Walk
7:00A – 8:15A	International Directors' Breakfast Meeting
7:30A – 8:30A	Elements of Excellence Breakfast Meeting
7:30A – 8:00A	Mindfulness Meditation
8:30A – 10:00A	Concurrent Sessions
10:00A – 10:30A	Break
10:30A – 12:00P	Keynote: Dr. Dan Siegel
12:15P	Tours

TUESDAY

7:00A – 6:00P	Registration
7:00A – 8:30A	Continental Breakfast
7:00A – 5:00P	Exhibit Hall
7:00A – 8:30A	IACS Field Visitor Meeting
7:30A – 8:00A	Mindfulness Meditation
8:30A – 10:00A	Second Business Meeting
10:00A – 10:30A	Break
10:30A – 12:00P	Concurrent Sessions
12:00P – 1:30P	Women Directors' Luncheon
12:00P – 1:30P	Emeritus Directors' Luncheon
1:30P – 3:00P	Concurrent Sessions
3:00P – 3:30P	Break
3:30P – 5:00P	Concurrent Sessions
6:30P – 10:30P	Closing Banquet and Award Ceremony

WEDNESDAY

7:00A – 12:00P	Registration
7:00A – 8:30A	Continental Breakfast
7:00A – 12:00P	Exhibit Hall
7:00A – 8:30A	AUCCCD Board Meeting
7:30A – 8:00A	Mindfulness Meditation
8:30A – 10:00A	Concurrent Sessions
10:00A – 10:30A	Break
10:30A – 12:00P	Concurrent Sessions
12:00P	Hotel Check-Out



"Happiness is Calling"