Sunday, November 9
1:30 PM – 3:00 PM
- Directors and All That Jazz: The Role of Improvisation in University Counseling Centers
- Outside the Therapy Room: How Counseling Centers Can Contribute to Academic Success of Their Students
- Starting and Sustaining a Community College Counseling Center: A Map for Creating Compelling Resources Requests
- "Irresistible Innovations in Group Counseling"
- What A Great Idea: Innovations in College Counseling
- The Microaggression Experience of Supervisors of Color
- Mentoring staff members: The director's role in cultivating professional development

Sunday, November 9
1:30 PM – 3:00 PM
- Emeritus Town Hall
- Schools by Size

Monday, November 10
8:30 AM – 10:00 AM
- Navigating Challenging Personnel Issues from an Organizational Health Framework
- Parental Notification: To Be or Not To Be
- Reducing Client Risk to Counseling Center Providers
- Suicide on Campus: Research, Prevention, and Postvention
- Do I Need a Multicultural Organizational Development Consultation?: A Conversation with Two Consultants and One Consultee
- Are you serving enough students? Strategies to analyze, argue, and anticipate your center’s utilization rate.
- One Toke Over the Line: Campus Experiences with State Legalization of Marijuana

Tuesday, November 11
10:30 AM – 12:00 PM
- What's in Your Tool Kit? Developing the Elevator Speech, Data Points, and Research Bullets Necessary For Effective Advocacy
- Diversity Scholars – Organizational Multicultural Competency in Counseling Centers
- IACS Issues of Accreditation
- When we were kids, we never: The challenges have become more than just older people complaining about youth culture.
- Integrated and Collaborative Care in Health Centers
- How our conceptualization of suffering impacts our administrative and clinical work
- Critical issues in counseling centers: A discussion of the philosophical and practical management of psychotropic medication use in counseling centers
Tuesday, November 11
1:30 PM – 3:00 PM
- Designing the Future: Helping Under-resourced Students Switch Lanes on a College Campus
- Intentional Practice of Self-care Among Women and Men on the Move: Mind, Body, and Spirit
- Multiple Relationships: Exploring the Ethical Nuances of Working in a Campus Community
- Sustaining and growing a campus wide suicide prevention program: UMATTER at UMass
- One Bad Apple CAN Spoil the Whole Bunch: Steps and Strategies in Conducting a Successful Employee Search
- Beyond Title IX: Counseling Centers as leaders in prevention, intervention, and consultation in regards to Sexual Violence on Campus.
- Why Are So Many College Students Hooking Up? Or Are they?

Tuesday, November 11
3:30 PM – 5:00 PM
- Difficult Dialogues: Identifying and Exploring the Intersections of our Values, Influence, Privilege and Authority as Counseling Center Directors
- Career Counseling for the College Student: More Important Than Ever Before
- Got Sued? Got Resilience? Three directors, who were sued, discuss resiliency within the context of the process, content, and psychological sequelae of a lawsuit.
- RESILIENCE: Supporting Student Capacities for Risk, Reflection, and Retention
- Explorations on Creating a Group Therapy Culture After (Finally!) Starting a Group
- The Psychology of Collegiate Rape
- Sex and the Counseling Center

Wednesday, November 12
8:30 AM – 10:00 AM
- Emeritus Session - Employment: The New Retirement
- Staffing Levels and Services Provided at Small Highly Selective National Liberal Arts Institutions
- The Intersection of Collaboration and Power: A Leadership Challenge
- Positive Youth Development in higher education: An ecological model for campus collaboration in holistic student developmental and learning outcomes
- IACS Field Visitor Training
Wednesday, November 12
8:30 AM – 10:00 AM

- Directors on Duty (Elements of Excellence)
- Tools for Supervision: increasing understanding, processing, and cognitive complexity in supervisees
- Stress, Sleep & Resiliency- A Holistic and Strategic Effort
- The Resilient Counseling Center Director
- 2013 Campus-Wide Mental Health Needs Survey: How Data Helps In Impacting and Building Campus/State Partnerships
- Mid-Career Moves: Professional and Personal Challenges for Directors
Directors and All That Jazz: The Role of Improvisation in University Counseling Centers (An Elements of Excellence Program)

Although some of the work of a university counseling center director is “orchestrated” by well-established policies and procedures, there are many times when directors are called to set aside their “sheet music” and respond with improvisation. In this presentation four directors share examples of such improvisation in a wide range of circumstances—from responding to a distressed student, to working with a diversity/inclusion team, to setting up a staff member’s work schedule, to managing an urgent request from a VP. After reviewing and discussing the initial examples presented, attendees will have an opportunity to share their own examples of improvisation, with the goal of fostering and reinforcing the kind of spontaneous creativity that is often required in directing a counseling center.

Presenter(s):
Steve Sprinkle, University of San Diego (5,001 - 9,000)
Cory Wallack, Syracuse University (15,001 - 22,000)
Reina Juarez, University of California - San Diego (22,001 - 32,000)
Wanda Collins, Duke University (9,001 - 15,000)

Educational Topic: Leadership/Management
Session Type: Presentation
Instructional Level: Intermediate
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

- Describe examples of improvisation in directing a counseling center.
- Analyze the potential merits and pitfalls of managing a counseling center improvisationally.
Outside the Therapy Room: How Counseling Centers Can Contribute to Academic Success of Their Students

This session will highlight intervention programs developed by the counselling center to address the issues of retention and graduation of students from a large urban public university. This particular institution has a high percentage of First Generation College students as well as a Hispanic Serving Institution (HSI). Utilizing some basic psychological principles, the Experiencing Confidence and Enjoyment of Learning (ExCEL) programs help to educate and inspire students to reflect upon how their academic self-image influences the way they learn and how their attitudes/mindset to learn perceived new and difficult material impacts academic success. The ExCEL program has produced two videos (and facilitation guides) that are used in a variety of settings including classrooms, residential life and orientation and will be shared during the presentation. The one unit RAISE your GPA class we teach for students on academic probation will be discussed and outcome data will be provided. The development and marketing of the programs utilized a systemic and collaborative effort with many departments on campus. These strategies and lessons learned will be part of the presentation. This session is intended to promote best practices and sharing of ideas.

Presenter(s):
Mark Stevens, California State University Northridge (32,001+)

Educational Topic: Outreach and prevention work Diversity awareness is also a major part of the presentation

Session Type: Presentation with lots of discussion

Instructional Level: Intermediate

Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

- Better understand and know how mental health professionals and counseling centers can help students to increase their academic confidence and motivation to learn.
- Conceptually understand how academic self-efficacy is a contributing factor to academic success.
- Better understand how first generation college students sense of belonging in college and their perceived sense of academic confidence can be addressed by faculty and staff.
Starting and Sustaining a Community College Counseling Center: A Map for Creating Compelling Resources Requests

(The program could be expanded to a 3-hour, pre-conference presentation) In increasing numbers, community colleges are establishing stand-alone counseling centers separate from advising, career counseling, and other student services. Due to funding pressures and return-on-investment expectations regarding student retention and completion, start-up counseling centers face unique barriers and must create a compelling argument for support in ways quite different from the justifications of four-year institutions. Molding crucial literature and data resources to fit the unique needs of community college strategic plans and budget requests is a tall task. This presentation will address important research literature, offer approaches for overcoming barriers to non-support, and provide persuasion strategies to engage and convince leadership. The two presenters represent a large, urban community college system and a medium-sized rural college, and both presenters initiated counseling centers at their respective schools. In addition, a panel of community college counseling center directors will share their "pioneering" experiences.

Presenter(s):
Michael Russell, City Colleges of Chicago (32,001+)
Faye Freeman-Smith, Heartland Community College (3,001 - 5,000)

Educational Topic: Leadership/Management
Session Type: Presentation - The presenters will also facilitate a discussion among the participants. A panel will present their own experiences and offer technical guidance.
Instructional Level: Introductory
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

- Participants will learn how to draw upon existing research and data for integration into strategies plans and budget requests.
- Participants will learn how to create compelling arguments for starting and/or sustaining a center
- Participants will be able to identify the unique needs of community colleges students and how these needs shape various dimensions of their center.

Sunday, November 9
"Irresistible Innovations in Group Counseling"

Group therapy has the potential to be a remarkably effective and efficient treatment modality on university campuses. However, group services are often underutilized by treatment providers and students alike. During this panel presentation, four experienced directors from schools that vary in size, population and mission will describe innovative group programs that resulted in successful—and not so successful—outcomes. Panelists will explore ways to develop counseling center cultures where groups can thrive. They will also address the management of high demand for services, the need for cultural sensitivity in group context and ethical dilemmas in group practice.

**Presenter(s):**
Daphne Lurie, The Scripps Research Institute (Under 3,000)
Elizabeth Gong-Guy, U.C.L.A. (32,001+)
Elsa Arce, Chatham University (Under 3,000)
Curtis Hill, Southern Utah University (5,001 - 9,000)

**Educational Topic:** Counseling/clinical work
While the focus of our presentation is on counseling work, it naturally also falls into the categories of outreach and prevention, campus diversity and inclusion, and ethics.

**Session Type:** Presentation Panel presentation

**Instructional Level:** Intermediate

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

**Learning Objectives:**

- Participants will be able to understand and describe diverse methods for developing a robust group program.
- Participants will be able to identify culturally sensitive practices in developing group programs.
- Participants will address ethical issues in group work (i.e. the need for effective boundaries in group contexts).
**What A Great Idea: Innovations in College Counseling**

In this flash format workshop, a panel of 6 directors will present innovative programs they have implemented and found effective on their campuses. Although presentations will be concise, audience members will get all the information they need to replicate or develop similar programs on their campus. Here is what we will be covering:

- The Language of Life and Learning [TM], tools designed to facilitate meaningful communication
- The Mindfulness Clinic at the University of Utah
- Training to Become Transgender Allies
- A Year in Singapore and What I Have Learned
- The Drinking Game, an Alcohol Education and Intervention Program Designed for College Students
- A Stepped Care Model for the Delivery of Psychotherapy Services on a College Campus

**Presenter(s):**

- Lorna Farmer, Centenary College (Under 3,000)
- Abigail Lipson, Harvard University (22,001 – 32,000)
- Lauren Weitzman, University of Utah (32,001+)
- Barbara Thomas, University of San Francisco (9,001 - 15,000)
- Kristina Burgetova, National Institute of Education, Singapore (5,001 - 9,000)
- Rosa Ament, Pace University (3,001 – 5,000)
- Peter Cornish, Memorial University of Newfoundland (15,001 – 22,000)

**Educational Topic:** Outreach and prevention work and Staff Professional Development

**Session Type:** Presentation

**Instructional Level:** Intermediate

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

**Learning Objectives:**

- Participants will learn about The Language of and Learning [TM] and describe its benefits in facilitating meaningful communication.
- Participants will be able to describe the benefits of creating a branded mindfulness clinic for their campus.
- Participants will gain a vocabulary with which to discuss gender beyond gender binary.
- Participants will be introduced to the learning experience of living in Singapore.
- Participants will learn how to play The Drinking Game and describe its use as an intervention with college students.
- Participants will learn about a stepped care model for the delivery of psychotherapy on college campuses.
The Microaggression Experience of Supervisors of Color

Most research on microaggressions has focused on defining the term and teaching those in the power role how to be sensitive to cultural factors of their staff/trainees and clients. This panel discussion is intended to highlight the ways in which supervisors of color experience microaggressions from those they supervise; share ways that these concerns have been addressed and received; and learn additional ways to successfully resolve any conflict that occurs as a result of microaggressions.

Presenter(s):
Stacie Turks, University of the Pacific (5,001 - 9,000)
Warrenetta Mann, College of William and Mary (5,001 - 9,000)
Jeanne Stanford, University of California Santa Barbara (22,001 - 32,000)

Educational Topic: Leadership/Management
Session Type: Facilitated Discussion
Instructional Level: Intermediate
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

- Attendees will learn how supervisors of color experience microaggressions.
- Attendees will learn ways to identify and resolve conflict that occurs as a result of microaggressions
Mentoring staff members: The director’s role in cultivating professional development

Directors are charged with assisting staff in their professional and career development. While supervision has always been an important aspect of our responsibilities as director, this is different from mentoring. Successful mentoring increases staff satisfaction and cohesion. This program will discuss situations and with which staff members we engage in mentoring rather than “just” supervision. The program will also differentiate between supervision and mentoring, highlighting successful techniques for mentoring staff. Directors from different collegiate settings and length in their role will reflect on these issues and their style of mentoring counseling center staff. Unique demand characteristics of each counseling center that impact the structure of the staff, hence mentoring possibilities, will be discussed. Different staff characteristics (e.g.-- beginning vs. mid-career vs. experienced professionals, gender, and other identities) will be addressed as they are reflected in directors’ approaches to mentoring. Additionally, generational differences between directors and staff will be discussed. Where informative, the presenters will include lessons learned over time from the challenges and successes in their experience as mentors.

Presenter(s):
Mark Thompson, Colgate University (Under 3,000)
Carla McCowan, University of Illinois at Urbana-Champaign (32,001+)
Brooke Ruxton, Northern Illinois University (22,001 - 32,000)
Micky Sharma, The Ohio State University (32,001+)

Educational Topic: Staff professional development
Session Type: Presentation
Instructional Level: Introductory
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

- Identify the differences between supervising and mentoring.
- Identify at least two different mentoring styles and a range of mentoring behaviors.
- Learn techniques to mentor staff at different experience levels.
Emeritus Town Hall
This program allows emeritus/a directors to raise and discuss issues of common concern

Presenter(s):
Robert Lees, Emeritus, U of Ull @ Chicago (Emeritus)
Peggy Gaynor, Emerita, ND State Univ (Emeritus)

Educational Topic: Other This session will focus on issues of concern to emeriti/ae, though active directors may attend and participate
Session Type: Facilitated Discussion This discussion will take place at the time that active directors meet in groups by campus size
Instructional Level: Intermediate
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

- 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
- Attendees will identify issues related to the developmental stages of retirement/life after work, and discuss possible means to address concerns which might arise

While emeritus/a directors may take part in group meetings by campus size at this time in the schedule, the Town Hall is designed as a place for emeriti/ae to focus on particular issues related to roles and activities taken on since leaving the director position.
Schools by Size Session
This program allows directors from similarly sized schools to raise and discuss issues of common concern.

Presenter(s):
Various

Educational Topic:
Session Type: Facilitated Discussion
Instructional Level: All
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

- Attendees will prioritize and discuss issues of interest
- Current counseling center issues including staffing, services, legal issues, funding ideas, and management dynamics will be identified
- Attendees will learn policy and practice trends for a comparably sized college or university center
Navigating Challenging Personnel Issues from an Organizational Health Framework
(An Elements of Excellence Program)

In his book, The Advantage, Patrick Lencioni (2012) provides a case for why organizational health trumps everything else for all types of organizations. Organizational health is determined by many factors. For example, there is a great deal of research that has found that a strength-based leadership approach positively affects organizational health (Rath & Conchie, 2008). Organizational health is dependent also on various developmental stages and staff transitions within a team. In addition, one key component to a healthy organization is building a cohesive team. A challenging staff member can detrimentally affect an organization’s health in many ways. Therefore, counseling center directors must take action to navigate difficult personnel issues to ensure that the health of the organization remains high. An organizational health perspective coupled with a focus on strength-based leadership can provide directors with a helpful framework for strategically leading their centers. The purposes of this program are to 1) offer a developmental stage/transition framework for counseling center staff development; 2) recommend frameworks on organizational health and strength-based leadership; 3) articulate, through case examples, a variety of challenging personnel issues that counseling center directors face and offer recommendations for navigating the issues; and 4) provide participants the opportunity to consult on organizational/personnel issues they are/have confronting/confronted.

Presenter(s):
John Dunkle, Northwestern University (15,001 - 22,000)
Jihad Aziz, Virginia Commonwealth University (22,001 - 32,000)
Sam Cochran, University of Iowa (22,001 - 32,000)
Wanda Collins, Duke University (9,001 - 15,000)

Educational Topic:
Session Type: Panel Presentation
Instructional Level: Advanced
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

- Articulate developmental stages and staff transitions for counseling centers and their contributions/challenges to organizational health.
- Describe the various components of organizational health and strengths-based leadership.
- Articulate various strategies for navigating challenging organizational/personnel issues.
Parental Notification: To Be or Not To Be

Parental involvement in the lives of young adults has shifted in recent years reportedly due to changing family, community and secondary school environments, prolonged developmental trajectories, consumerism, and increased communication through technology. College and University Counseling Centers have not escaped the invasion of parental units. Whether mandated by law or necessitated by stretched resources, many centers are wrestling with the role parents play in responding to students mental health needs. In this session will use the history of parental notification in some of the Virginia schools to explore the benefits and challenges of working with parents to respond to students in high-risk situations.

Presenter(s):
Warrenetta Mann, College of William and Mary (5,001 - 9,000)
Nancy Schulte, Shenandoah University (3,001 - 5,000)
Nicole Surething, University of Mary Washington (3,001 - 5,000)
Vanessa Jenkins, Norfolk State University (5,001 - 9,000)

Educational Topic: Ethics, legal concerns Crisis Management Strategies
Session Type: Presentation
Instructional Level: Introductory
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

- Participants will be able to identify the legal and ethical issues involved in parental notification related to student psychiatric emergencies
- Participants will be able to identify institutional readiness for implementing a parental notification policy
- Participants will be able to identify family system factors that may impact student outcomes when parents are involved in cases of student psychiatric emergencies
Reducing Client Risk to Counseling Center Providers

This presentation will look at current data indicating client behavior that poses a threat to mental health providers is underreported. The presentation includes five recent cases in which clinicians have suffered profound adversity from their clients. Examples include providers from all types of training and workplace settings, including a higher education counseling center.

Research suggesting a dual-level approach will be discussed as a possible starting point for discussions in developing methods for handling the difficult ethical, legal and clinical positions created by dangerous clients.

Presenter(s):
Jeff Pollard, George Mason University (Emeritus)

Educational Topic: Counseling/Clinical work & Leadership/Management
Session Type: Presentation with group discussion
Instructional Level: Intermediate
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

- Participants will be able to identify and name 4 risk factors for therapist safety.
- Participants will identify 2 ways psychotherapists can keep themselves safer.
- Participants will learn one suggested process/policy for dealing with potentially dangerous clients.
Suicide on Campus: Research, Prevention, and Postvention
A student suicide touches the lives of a Counseling Center staff in multiple ways. Beyond the sense of grief/loss, this experience can bring about organizational introspection that can lead to purposeful changes to the service delivery to the suicidal client. This presentation will address the trajectory of some Counseling Centers from needs assessment to acceptance of a risk management approach and refinement of policy and procedures. Research on factors that impact the likelihood of suicide in diverse (sexual orientation and ethnic minority) populations as well as data from psychological autopsies will be presented. Experiences working on suicide prevention grants will also be discussed.

**Presenter(s):**
Richard Shadick, Pace University - New York City (9,001 - 15,000)
Stephanie McIver, University of New Mexico (22,001 - 32,000)
Sharon Mitchell, University of New York at Buffalo (22,001 - 32,000)
Raquel Contreras, Clemson University (22,001 - 32,000)

**Educational Topic:** Counseling/clinical work Outreach/Prevention as well
**Session Type:** Presentation
**Instructional Level:** Intermediate
**Session Length:** 90 Minute Breakout Session (1.5 CE)

**Learning Objectives:**
- Participants will identify key components of suicide postvention on a college campus
- Participants will understand risk and protective factors for suicide with diverse student populations.
- Participants will learn how a counseling center staff made meaningful changes secondary to organizational introspection.
Do I Need a Multicultural Organizational Development Consultation?: A Conversation with Two Consultants and One Consultee

The living out of multicultural development work by staff and trainees in the counseling center setting can be a challenging, multi-faceted process. Variables such as the host institution, agency size, staff demographics, the presence of a training program(s), and the multicultural development level of the organization, and individuals within the organization provide layers of complexity unique to each center. This program will provide a case study of a recent multicultural organizational development consultation initiated as a result of a rupture in the multicultural development training within a center with a strong commitment to this work. The initiating consultee and two consultants will discuss their experience of this process, focusing on the preliminary decision to bring in external consultants, creation of preparatory materials, structure and process of the on-site consultation, and consultant verbal and written feedback. Participants will have the opportunity to discuss the issues presented in terms of the unique configuration of their own centers and the current level of organizational multicultural development in their agency.

Presenter(s):
Lauren Weitzman, University of Utah (32,001+)
Susan Prieto-Welch, Purdue University (32,001+)
Yolanda Bogan, Florida A&M University (9,001 - 15,000)

Educational Topic: Leadership/Management
Session Type: Presentation
Instructional Level: Intermediate
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

- Participants will be able to describe the purpose and process of a multicultural organizational development consultation.
- Participants will be able to identify salient internal and external factors relative to their center’s current multicultural organizational development and processes.
- Participants will be able to evaluate how they would gauge whether a consultation might be helpful, as well as other resources to consider in doing this work.
Are you serving enough students? Strategies to analyze, argue, and anticipate your center’s utilization rate.

Utilization rate, simply defined as the percentage of the student body served, is arguably the single most significant date point that is sought to evaluate a counseling center’s role and impact on campus. In spite of the simplistic definition, utilization rates appear to be the result of a complex interaction of factors. Data will be extrapolated from the 2013 AUCCCD Annual Survey that identifies predictive power of both service delivery systems and campus demographics, along with additional utilization studies with a focus on stigma and presenting concerns. The data will provide a platform for further discussion, drawing perspectives from the International Association of Counseling Services (IACS), the Center for Collegiate Mental Health (CCMH), and general common practices.

Presenter(s):
David Reetz, Aurora University (3,001 - 5,000)
Elizabeth Gong-Guy, UCLA (32,001+)
Dennis Heitzmann, Penn State University (32,001+)
Lee Keyes, University of Alabama (32,001+)

Educational Topic: Leadership/Management
Session Type: Presentation
Instructional Level: Intermediate
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

- Participants will gain an understanding of the multiple factors that may predict their center’s unique utilization rate.
- Participants will gain the basic statistical benchmarks tools to critically analyze their center’s utilization record and guide strategic planning to target underutilizing groups.
- Participants will gain perspective and authority to either critique or defend their current utilization rate in a fair, thorough, and reasonable manner as needed.
One Toke Over the Line: Campus Experiences with State Legalization of Marijuana

Twenty states currently have laws legalizing marijuana use for medical or recreational purposes. More are sure to follow. Out of necessity campuses are responding to rapidly changing laws and public attitudes. Through the ballot initiative process both Washington and Colorado have legalized production, sale, and personal use. Federal law still lists weed as an illegal drug, creating confusion that some attempt to exploit. In this presentation directors from those two states will discuss recent research about the effects of marijuana, and campus experiences with students, campus administration, and state officials in these changing times. Discussion will include implications for compliance with the Drug Free Schools Act, responding to student requests for “prescriptions” authorizing medical use, collaborative support between the student conduct, health promotion, and psychological services, approaches to social norming and harm reduction programming, and current research addressing empirically supported treatment approaches.

Presenter(s):
Donn Marshall, University of Puget Sound (Under 3,000)
Cassandra Nichols, Washington State University (32,001+)
Susan MacQuiddy, Colorado State University (32,001+)

Educational Topic:
Session Type: Presentation
Instructional Level: Intermediate
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

- Participants in this session will be able to identify ways in which legalization of medical and recreational use of marijuana has affected campus interactions with students.
- Participants in this session will be able to identify current research about the effects of use of marijuana and about an emerging empirically supported treatment approach.
What's in Your Tool Kit? Developing the Elevator Speech, Data Points, and Research Bullets Necessary For Effective Advocacy (An Elements of Excellence Program)

More than ever before, counseling center directors are called on to advocate for the needs of their students and centers, in a context of scarce resources. Now, being a director means being a statistician, a politician, and sometimes a magician! This program will focus on practical materials and approaches. What are some key data points and sound bites regarding mental health on college campuses that you can use in advocating for resources? What is your “elevator speech” about the needs of your students and center? Directors will walk away with immediately useful stats and strategies, a draft of their own unique elevator speech… and perhaps a rabbit in a hat.

Presenter(s):
Jihad Aziz, Virginia Commonwealth University (22,001 - 32,000)
Abigail Lipson, Harvard University (15,001 - 22,000)
Sam Cochran, University of Iowa (22,001 - 32,000)
Micky Sharma, The Ohio State University (32,000+)

Educational Topic: Leadership/Management
Session Type: Panel Presentation
Instructional Level: Intermediate
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

- Directors will define and discuss the role of advocacy in counseling center leadership
- Directors will review specific materials used in counseling center advocacy, and assess how/whether these materials might be helpful to them in their own institutions
- Directors will draft and practice a personalized “elevator speech” they can use in networking, outreach, and advocacy contexts
Organizational Multicultural Competency in Counseling Centers

The goal of the presentation is to lead a dialogue with the audience about how to best engage and implement multicultural competency in our counseling centers. This would be done by sharing our own experiences doing multicultural work as well as facilitating a dialogue with the directors in the room. We will ground our discussion on literature including Reynold and Pope (2003), Whealin and Ruzek (2003), and Sue (2007) as well as APA guidelines on multicultural competency.

Presenter(s):
Lonette Belizaire, Pratt Institute (3,001 - 5,000)
Julie AhnAllen, Boston College (9,001 - 15,000)
Carolyn O’Keefe, University of California, Irvine (22,001 - 32,000)
Gene Edwards, University of North Carolina at Charlotte (22,001 - 32,000)

Educational Topic: Leadership/Management/Professional Development/Diversity
Session Type: Presentation
Instructional Level: Intermediate
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning objectives:
- Gain tools to better assess multicultural competency in your counseling center
- To identify methods of fostering an environment that builds cultural competency within staff
- To develop effective practices of engaging in difficult dialogue with staff on multicultural issues
IACS Issues of Accreditation

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.

Presenter(s):
Lee Keyes, University of Alabama (32,001+)
Charles Beale, University of Delaware (15,001 - 22,000)
William Burns, North Dakota State University (9,001 - 15,000)
Nancy Ronckett, IACS

Educational Topic: Other
Session Type: Presentation
Instructional Level: Introductory
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning 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.
When we were kids, we never: The challenges have become more than just older people complaining about youth culture.

Facebook, Smartphones, Consumerism, Twitter, Instagram, MMORPGs, “Likes,” Youtube. While providing impressive advantages, society’s technological approach to contemporary living also has enormous negative impacts on the relationships and emotional well-being of young adults. Over successive generations, young adults today increasingly find themselves with a loss of connectivity to all other natural things, which contributes to the most difficult issues they face including dysfunctional relationships, personal suffering, drug abuse, spiritual emptiness, oppression, over-consumption of material goods, and environmental degradation. Using the emerging field of Ecopsychology, the focus of this presentation will be to provide a theoretical understanding of the causes of psychological distress in young adults today and how psychotherapy can be used to help our clients create a future with greater coherence, consideration, interdependence, interrelatedness, and personal fulfillment. Using experiential techniques and discussion, the presenter will highlight: a) the primary theories of Ecopsychology and how it can be used to understand psychological suffering in young adults, b) the influence of contemporary social forces on personal definitions of success, meaning, and identity, c) an Ecopsychological model of health and well-being, d) how Ecopsychology can be used to inform psychotherapy practice, and e) the challenges of incorporating Ecopsychology into psychotherapy with young adults.

Presenter(s):
Brian Quigley, Keene State College (5,001 - 9,000)

Educational Topic: Counseling/clinical work
Session Type: Presentation Blend of presentation of core concepts in field along with experiential exercises
Instructional Level: Introductory
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

- Understand the primary theories of Ecopsychology and how it can be used to understand psychological suffering in young adults
- Develop an Ecopsychological model of health and well-being
- Employ principles of Ecopsychology to inform psychotherapy practice
Integrated and Collaborative Care in Health Centers

Much debate exists regarding the opportunities and costs for integrated and collaborative care between counseling and medical services on university campuses. The extent to which integration and collaboration is possible depends largely on the locations of these often separate services, professional cultures, and personalities/egos. Two directors discuss the process of integration and collaboration in their own health care centers and share examples of programs that have great potential for success.

**Presenter(s):**
Danielle Oakley, University of Wisconsin-Madison (32,001+)
Chris Brownson, University of Texas at Austin (32,001+)

**Educational Topic:** Other Integrated care
**Session Type:** Presentation
**Instructional Level:** Intermediate
**Session Length:** 90 Minute Breakout Session (1.5 CE)

**Learning Objectives:**

- Identify various models of health center integration and collaboration
- List barriers to integration and collaboration for counseling and medical services on campus
- Compare several aspects of professional culture between counseling and medical services
- Describe services that lend themselves naturally to integrated care.
How our conceptualization of suffering impacts our administrative and clinical work.
A common foci for counseling centers is our treatment and prevention of individual and group suffering. The purpose of this program is to provide a forum for a panel of counseling center directors to present their conceptualization of suffering and how this impacts their work as administrators and/or clinicians. The concept of suffering will be defined via multiple sources of interpretation and applied to the wide range of work done by counseling center directors and staff. Audience participation will be integral as the concept and its impact as explored throughout the program.

Presenter(s):
Robert Rando, Wright State University (15,001 - 22,000)
Caryn Levington, Harper College (22,001 - 32,000)
Mark Rice, Binghamton University (15,001 - 22,000)
Elizabeth Gong-Guy, University of California Los Angeles (32,001+)

Educational Topic: Leadership/Management
Session Type: Presentation and facilitated discussion
Instructional Level: Intermediate
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

- Participants will expand and explore their understanding of the concept of suffering and its impact on their clinical work.
- Participants will expand and explore their understanding of the concept of suffering and its impact on their administrative work.
Critical issues in counseling centers: A discussion of the philosophical and practical management of psychotropic medication use in counseling centers

Counseling center staffs are challenged by philosophical viewpoints, research information, treatment insights, and the personal/professional sensibilities of center staff when it comes to setting clinical policies. Administrative and contextual factors of institutional environments also inform practice choices. A diverse panel of highly experienced counseling center directors will interact with attendees in an open discussion of a pre-selected critical issue currently faced by counseling centers. Critical Issue: Primary and adjunctive use of psychotropic medication in counseling centers. Recently, there has been an increase in the primary and adjunctive use of psychotropic medication to treat increased numbers of students arriving on campus with a history of prior psychopharmacological treatment. Additional numbers of students are being introduced to psychiatric meds while seeking treatment in counseling centers. In keeping with best practice and empirically supported treatment mandates and aspirations, directors may question how best to incorporate research findings related to use of psychotropic medication into a scientist practitioner professional philosophy and educationally based treatment practice. How can directors examine and facilitate dialogue related to this critical issue with their staff? How can we effectively dialogue with colleagues in the medical community to create common goals for optimal student outcomes?

Presenter(s):
Ian Birky, Lehigh University (5,001 - 9,000)
Daria Papalia, The Culinary Institute of America (Under 3,000)
Tom Murray, University of North Carolina School of the Arts (Under 3,000)
Susan Prieto-Welch, Purdue University (32,001+)

Educational Topic: Leadership/Management
Session Type: Facilitated Discussion
Instructional Level: Advanced
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

- Attendees will learn to identify the broad range of philosophic and contextual factors that affect critical management and service issues related to psychiatry treatment in counseling centers.
- Attendees will increase their knowledge of practical and conceptual strategies they can employ to develop a philosophy and treatment perspective regarding the use of psychopharmacological treatment within their counseling centers.
Designing the Future: Helping Under-resourced Students Switch Lanes on a College Campus
(An Elements of Excellence Program)

Like many people in the real world, you don’t have to look far to see that some students are really struggling to make ends meet on our colleges and universities. From community colleges to the most elite private schools, one can find first-generation college students at varying levels of college readiness who are completely new to the collegiate experience. Many of these students may have difficulty relating to their peers or taking full advantage of academic opportunities because they have far fewer resources than their peers. While these students may be highly motivated to change the trajectory of their lives through education, adjustment to the college environment may be compromised by classism, racism, and stereotyped threat and the hidden rules that go along with them. How do counseling centers reach these students to facilitate their acclimation? How might directors work with counseling center staff and the greater campus community to facilitate students’ personal and social growth? Do counseling centers have a role in advocating for under-resourced students? These ongoing issues will be explored in this intermediate workshop.

Presenter(s):
Yolanda Bogan, Florida A&M University (5,001 - 9,000)
Kristen Gray, Hope College (3,001 - 5,000)
Rose Signorello, University of St. Thomas (3,001 - 5,000)
Todd Sevig, University of Michigan - Ann Arbor (32,000 +)

Educational Topic:
Session Type: Facilitated Discussion
Instructional Level: Intermediate
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

- Participants will identify challenges that under-resourced students may face when navigating the academic environment.
- Participants will explore how to best assist counseling center staff in accessing and assisting under-resourced students.
- Participants will examine the role of counseling and counseling centers in retaining and supporting under-resourced students.
Intentional Practice of Self-care Among Women and Men on the Move: Mind, Body, and Spirit

As counseling center directors the expectations can be overwhelming and quite demanding. The roles of counseling center directors are expected to assume the position as clinicians, supervisors, administrators, evaluators, numbers crunchers, grant writer, fundraisers, wives, mothers, daughters, and the list goes on; the responsibilities are 24 hours non-stop. As a director, it is important to release the professional role and replace it with being mom, dad, disciplinarian, housekeeper, chef, church-worker, volunteer, and who knows what else we are committed to outside the office. When do we take the time to intentionally care for the self? Unfortunately, we don't become mindful of our needs; therefore often time leaving us stressed and overwhelmed many times because of a disconnect between our mind, body and spirit. This presentation will provide participants with answers to the question above along with simple practical techniques to keep you connected to mind, body and spirit 24-7. It will be geared toward women and men who are following these harmful patterns of self-destruction.

Presenter(s):
Coleen Speed, Grambling State University (5,001 - 9,000)
Anika Fields, Tallahassee Community College (Emeritus)

Educational Topic: Staff professional development
Session Type: Presentation
Instructional Level: Introductory
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

- Directors will recognize the importance of intentional self-care.
- Directors will recognize key stressors that is overwhelming the self.
- Presenters will provide techniques and practical tools to connect to the mind, body, and the spirit 24-7.
Multiple Relationships: Exploring the Ethical Nuances of Working in a Campus Community

Counseling centers’ relationships with students, staff, and other members of college communities are becoming increasingly more complex due to the multiple hats it is necessary for us all to wear. For some, multiple relationships are becoming the norm rather than the exception. This presentation explores the wide range of roles counseling centers play on college campuses and how to manage these roles to create appropriate and productive relationships. Presenters will share their first-hand experiences and discuss how, through tactful and ethical cultivation of multiple relationships with various campus community members and entities, we can become positive agents of change. Strategies to help directors identify and steer away from ethical pitfalls and conflicting roles will be discussed. Ethical guidelines, nuances, and their practical implications will also be explored.

Presenter(s):
Mahnaz Mousavi, Georgetown University in Qatar (Under 3,000)
Greg Eells, Cornell University (15,001 - 22,000)
Orin Strauchler, Mount Saint Mary College (One Person Centers)
Steve Wilson, Texas A&M University in Qatar (Under 3,000)

Educational Topic: Ethics, legal concerns
This presentation intends to bridge between clinical work, outreach, consultation, management and leadership with consideration of ethical and legal issues.

Session Type: Presentation
Instructional Level: Advanced
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

- Describe various needs of students and how a one dimensional approach does not fit all
- Describe campus community needs in seeking counseling services’ expertise and alliances in various domains
- Discuss ways presenters cultivate multiple relationships with students and other university stakeholders to contribute to the well-being of campus community and identify and distinguish between potentially conflicting relationships with relationships that
Sustaining and growing a campus wide suicide prevention program: UMATTER at UMASS

This workshop outlines a campus climate campaign, UMATTER at UMASS, that grew out of the work of GLS suicide prevention program in the counseling center. Campus surveys reveal that many students feel disconnected, struggle with depression, perceived isolation, have observed violence and think high risk drinking is normative. Primary goals include creation of a community of care, compassion, active engagement and connection. We strive to reduce student isolation, increase a sense of belongingness and Active Bystandership. Rapidly a working group of staff, faculty and students emerged. The project received full support from the Chancellor. Programs include multiple initiatives to support health and wellness while reducing barriers to care. Action items completed include the Chancellor framing our goals to be a community of care at campus convocation and elsewhere, completion of a video project demonstrating active bystandership, wide-spread distribution of posters outlining active bystandership approaches, distribution of 6,000 copies of a resource folder for staff and faculty, a new website, poster on buses and training of all residence life student staff and other targeted groups in active bystandership. Our goal is to train all 4,500 incoming students each year. The campaign has generated widespread enthusiasm across constituencies, with extensive media coverage.

Presenter(s):
Harry Rockland-Miller, University of Massachusetts-Amherst (22,001 - 32,000)

Educational Topic: Outreach and prevention work
Session Type: Presentation
Instructional Level: Intermediate
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

- Describe the creation of a campus wide climate campaign aimed at reducing isolation and augmenting belongingness.
- Discuss process of expansion of a counseling center generated initiative into a broad campus based initiative with widespread buy-in.
- Review initiatives such as Active Bystandership training, new website, resources for students, staff and faculty.
One Bad Apple CAN Spoil the Whole Bunch: Steps and Strategies in Conducting a Successful Employee Search

Whether new to the role or seasoned with years of experience, conducting a search for new staff can be daunting for any director. Counseling center directors must balance a myriad of factors, including the needs of their respective centers, the needs of the student body/community, dynamics of search committees, possible internal candidates, initial screening options, in-person interviews, and expectations of current staff as well as senior administration; all while trying to find the applicant with the leadership style and skills who will best fit their respective center. This program will explore steps and strategies directors can utilize in conducting a search and securing the best hires from the beginning of the process to making the offer. A panel will share their experiences and what they have learned to do (and avoid) in arriving at the desired outcome; a successful search.

Presenter(s):
Doug Greiner, Missouri State University (15,001 - 22,000)
Barbara Meehan, George Mason University (32,001+)
Jihad Aziz, Virginia Commonwealth University (22,001 - 32,000)
Jeanne Manese, UC Irvine (22,001 - 32,000)

Educational Topic: Leadership/Management
Session Type: Presentation
Instructional Level: Intermediate
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

- Attendees will identify the steps needed to conduct a search.
- Attendees will learn critical factors to consider when conducting a search.
- Attendees will learn strategies they can use to achieve optimal results.
- Attendees will develop a plan for conducting a future search at their respective center using the various skills and options presented.

Tuesday, November 11
1:30 PM – 3:00 PM
Beyond Title IX: Counseling Centers as leaders in prevention, intervention, and consultation in regards to Sexual Violence on Campus.

The Dear Colleague Letter reminded colleges and universities of their obligations under Title IX (2011) to address sexual violence, and the re-authorization of the VAWA/Campus SaVE act (1994, 2013), now requires colleges and universities to demonstrate how they are preventing sexual and relationship violence on their campuses. However, many are struggling to comply with the new law and address the climate of sexual and relationship violence that currently plagues the nation’s campuses where 1 out of 5 women and 6% of men are impacted before they graduate. Counseling Centers are uniquely equipped to help campuses comply with federal regulations as well as support students given our clinical, ethical and cultural lens. College Counseling Centers are also instrumental in launching prevention efforts that are effective, student centered and culturally inclusive. This break out session will share how several Counseling Center directors have collaborated and/or consulted with stakeholders on their respective campuses to improve and expand prevention, intervention, and response efforts. The session will address campus safety grants, prevention campaigns, crisis and therapeutic response, confidentiality and reporting, and responding to student victims as well as the accused of sexual misconduct. This session will include a presentation and group discussion.

Presenter(s):
Elisa Castillo, Salem State University (9,001 - 15,000)
Jennifer Zeziroski-Fast, Lake Forest (Under 3,000)
Mary-Jeanne Raleigh, University of North Carolina at Pembroke (5,001 - 9,000)
Jesus Aros, Tennessee State University (5,001 - 9,000)

Educational Topic: Ethics, legal concerns Title IX Leadership Cultural Diversity and Inclusion
Session Type: Presentation
Will be provided as a presentation with time for group discussion.
Instructional Level: Intermediate
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

• As a result of attending this presentation, counseling center directors will understand college and universities’ obligations under Title IX and VAWA/Campus SaVE
• As a result of attending this presentation, counseling center directors will identify strategies to increase compliance with Title IX and VAWA that are based on a public health model, student centered (trauma informed) and culturally inclusive, and consi
• As a result of attending this presentation, counseling center directors will learn models of collaboration that highlight optimal use of resources on campus
Why Are So Many College Students Hooking Up? Or Are they?

Media reports over the past year have described an increase in “hooking up” behavior in college students, especially for women. These stories, which typically depict college women as sexually aggressive and enjoying the freedom of having uncommitted sexual relationships, seem to paint a picture of feminism gone awry. What is the data on the sexual behavior of college students, especially for women? Does research support or deny this trend of women “acting more like men” in regards to sexual intimacy? This workshop will look at the feminist theories that help to explain the media attention on this topic and also support women’s choices about sexual behavior. A critical eye will also be leveled on the use of apps and social media which are often seen as supporting this perceived increase in promiscuous behavior. Finally, as counselors, we have likely all encountered students who actually are involved in and frustrated by “hook up” relationships. Time will be spent focusing on how to help students determine what they are looking for in a relationship and how to achieve it.

Presenter(s):
Mike Zebrowski, Marquette University (9,001 - 15,000)
Marcus Hotaling, Union College (Under 3,000)
Deena Crawford, University of Southern Mississippi (9,001 - 15,000)
Molly Dunn-Steinke, Quincy University (One Person Centers)

Educational Topic: Counseling/clinical work -- Primary focus on women, but will attempt to address men and other cultural groups.
Session Type: Presentation With ample time for discussion.
Instructional Level: Introductory
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

- Know how research on “hooking up” supports or denies media portrayals and how this behavior might be understood.
- Challenge the assumption that social media and apps are perpetuating the hook up culture.
- Learn strategies of discussing issues of sexual intimacy with clients that help them to truly pursue the relationships they want.
Difficult Dialogues: Identifying and Exploring the Intersections of our Values, Influence, Privilege and Authority as Counseling Center Directors. (An Elements of Excellence Program)

As counseling center directors, we strive to develop culturally competent staff, value diversity and inclusion, and generally promote a social justice oriented agenda. Situations may arise, however, where it is difficult, if not impossible, to advocate for social justice while simultaneously being inclusive of dissenting viewpoints. Since counseling centers are responsible for providing mental health services to the entire student population, directors may encounter dilemmas in which the promotion of social justice discourages certain students from seeking and utilizing their center’s services. During this presentation, we will initiate a dialogue to explore how some of our social justice initiatives could unintentionally marginalize some students or student groups. In doing so, we will identify, examine, and discuss how counseling center directors negotiate the intersection of their own personal values, the values of their institution, and the authority and influence inherent in their leadership roles. The presenters will share their own experiences of navigating multiple roles and identities, and then facilitate an experiential and interactive dialogue with the participants.

Presenter(s):
Cory Wallack, Syracuse University (15,001 - 22,000)
Jeff Ng, Fordham University (15,001 - 22,000)
Kristen Gray, Hope College (3,001 - 5,000)
Ernesto Escoto, University of Miami (15,001 - 22,000)

Educational Topic: Leadership/Management
Session Type: Facilitated Discussion
Instructional Level: Intermediate
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

- Present operational definitions of “inclusivity” and “social justice”
- Identify personal values that may conflict with community values and/or role expectations
- Analyze ways in which promoting social justice may be counter to promoting inclusivity and present ways to navigate this potential conflict.
Career Counseling for the College Student: More Important Than Ever Before

While conducting research for the re-write of the textbook used in the career choice class taught at Eastern Kentucky University, it became apparent that choosing a major and career direction for the college student is more complex than ever. Why? Partly due to the impact of technology on the world of work and the fact that many jobs are becoming nonexistent. Another reason the decision is so challenging is that many traditionally aged college students are not developmentally ready to choose a career path and yet there is pressure for them to do so; the brain studies reveal that the emerging adult’s brain isn’t fully developed until at least the mid-20s; perhaps that explains why 80% of students attending college change their majors at least 3 times before settling on one. This session will highlight reasons for the complexity of career decision making for today’s college student and how counseling centers can help. The career choice model utilized in the workbook “Career Decision Making: A Systematic Decision” (2013), which has shown to improve retention rates, will be discussed as well as the importance of today’s students learning the “skill” of career decision making.

Presenter(s):
Jen Walker, Eastern Kentucky University (15,001 - 22,000)

Educational Topic: Counseling/clinical work
Session Type: Presentation
Instructional Level: Introductory
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

- Participants will learn at least 1 reason why choosing a major and career path is more challenging than ever before for the college student.
- Participants will learn at least one reason why choosing a major for the traditionally aged student is complex.
- Participants will learn at least three strategies to utilize that can assist students in learning the skill of career decision making.
Got Sued?  Got Resilience? Three directors, who were sued, discuss resiliency within the context of the process, content, and psychological sequelae of a lawsuit.

College and university counselors are relied upon to model and foster resiliency in the face of stress. Stress reactions associated with malpractice lawsuits have been likened to those observable in Post-traumatic Stress Disorder. “Medical Malpractice Stress Syndrome,” and “Litigation Stress Syndrome,” are two terms coined to describe this type of stress. Data derived from the AUCCCD Directors’ surveys would suggest lawsuits are still relatively uncommon among mental health professionals who serve students. Still, there is certainly widespread awareness among directors that lawsuits can and do occur and that the risk of them may be increasing. Although mental health professionals are well-educated regarding legal and ethical pitfalls, there rarely are open and frank discussions regarding the experience of being sued, let alone discussions of the common personal and professional sequelae of malpractice lawsuits, particularly when the professional is a mental health professional. In this session, three directors who have first-hand experience coping with a malpractice lawsuit will discuss the sources of their resilience. The discussion will dissect the lawsuit’s process, content, questions, accusations, unexpected aspects, successes, regrets, and the financial and psychological scars (if any) that the experience of being sued left on themselves, their staffs and their loved ones.

Presenter(s):
Alan Goodwin, California Lutheran University (3,001 - 5,000)
Connie Horton, Pepperdine University (5,001 - 9,000)
David Towle, University of Northern Iowa (9,001 - 15,000)

Educational Topic: Ethics, legal concerns --- Significant overlap: Leadership/Management, Counseling/Clinical work, Consultation
Session Type: Presentation
Instructional Level: Intermediate
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

- Identify the documents typically required to be produced during the discovery phase of a malpractice lawsuit against a mental health professional and facility
- Examine common aspects of the interpersonal process that occur among and between university counseling center (UCC) staff and campus officials during and subsequent to a malpractice lawsuit brought against a UCC and/or its staff.
- List and describe personal challenges that a mental health professional and director confronts prior to, during, and after a malpractice lawsuit.
RESILIENCE: Supporting Student Capacities for Risk, Reflection, and Retention

“Non-cognitive” psychological factors contributing to student success, such as resilience and grit (Easton, 2012; Duckworth, et al., 2007), are gaining increased national and institutional attention as colleges and universities strive to effectively produce learning outcomes and improve retention rates. Student success is determined in large part by capacities for coping with frustrations, rebounding from failures, taking reasonable risks, and understanding the roles of luck, effort, talent, and strategy in their learning. Now, more than ever, student health and mental health services in higher education have an opportunity to lead our institutions in this important aspect of student development. This session will provide a brief overview of some emerging trends and present three university counseling and health service driven initiatives.

Presenter(s):
David Reetz, Aurora University (3,001 - 5,000)
David Albert, University of Chicago (15,001 - 22,000)
Abigail Lipson, Harvard University (22,001 - 32,000)

Educational Topic: Outreach and prevention work
Session Type: Presentation
Instructional Level: Introductory
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

- Participants will review the role that non-cognitive factors such as resilience and grit play in student success with an empirical and methodological focus.
- Participants will be introduced to three university initiatives led by counseling center administrators that cover a broad range of students and range of institutional involvement.
- Participants will leave this session with practical tools and frameworks to lead or participate in resilience initiatives at their home institutions.
Explorations on Creating a Group Therapy Culture After (Finally!) Starting a Group

Group therapy is a powerful treatment modality for young adult students struggling developmentally with a diverse range of interpersonal and psychological challenges. Though prior research has suggested that process group counseling is often equally or more efficacious at times than individual counseling (Burlingame, Fuhriman, & Mosier, 2003; McRoberts, Burlingame, & Hoag, 1998), many counseling centers struggle to develop and foster an internally and externally recognized group therapy culture. Specific obstacles embedded in the creation and establishment of a strong group program include perceived client resistance, negative staff attitudes regarding the feasibility of group therapy for their campus and clientele, and institutional/pragmatic challenges (Parcover, Dunton, Gehlert, & Mitchell, 2006). Consequently, despite some center’s claims to offer group, group membership may be low and groups may struggle to survive past one semester or academic year. This session aims to provide directors with the opportunity to discuss the philosophical underpinnings of developing a group therapy culture in their counseling centers. Additionally, participants will identify directions and strategies for establishing and maintaining a group therapy culture in their centers. Finally, attendees will have the opportunity to observe or participate in an experiential group exercise aimed to arouse their passion for group.

Presenter(s):
Ian Birky, Lehigh University (5,001 - 9,000)
Sandy Colbs, Illinois State University (15,001 - 22,000)
Wanda Collins, Duke University (9,001 - 15,000)

Educational Topic: Counseling/clinical work
Session Type: Group Activity
Instructional Level: Intermediate
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

- Attendees will increase their knowledge of philosophical considerations for establishing and maintaining a culture of group therapy at a counseling center.
- Attendees will be able to identify strategies for developing and maintaining a group therapy culture in their counseling center.
- After participating in an experiential group exercise, attendees will be able to reflect on the power of group process interventions for counseling center clients.
The Psychology of Collegiate Rape

This program will present research examining the characteristics of rapists on college campuses. The strategies and tactics of collegiate rapists will be explored including targeting younger, troubled, isolated, or drunk victim/survivors. Using alcohol as a weapon will be discussed. A video will be used to illustrate some of these issues. Reasons that survivors may not respond by fighting, screaming, or fleeing including a fight, flight, freeze, or faint response, learned helplessness, tonic immobility, and limited time to develop strategies will be considered. A video will demonstrate tonic immobility. Collateral damage and ripple effects to others on campus in addition to the survivor and perpetrator of rape in higher education will be illustrated. The information in this presentation may be helpful for training hearing boards, law enforcement investigators as well as rape prevention and harm reduction programming.

Presenter(s):
Dan Jones, Appalachian State University (15,001 - 22,000)

Educational Topic: Outreach and prevention work
Session Type: Presentation The presentation will include facilitated discussion.
Instructional Level: Intermediate
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

- Learn research on collegiate rapists and rape tactics and strategies.
- Learn reasons some survivors may not take actions to protect themselves.
- Learn examples of collateral damage on individuals other than the survivor and perpetrator.
Sex and the Counseling Center
An overview of sexually-related concerns on the college campus, this workshop will examine (a) the "Hook-up Culture" and its effects, (b) the incidence of sexually related concerns on the college campus, and (c) treatment options for the most commonly encountered issues. The presenters include directors who have certification as sex therapists, have taught in human sexuality and presented actively in this area. We hope to stimulate your desire for knowledge, satisfy your needs for education in this area, and hook you up with resources for further activity.

Presenter(s):
Christopher Flynn, Virginia Tech (22,001 - 32,000)
Norma Ngo, University of Houston (32,001+)
Timothy Davis, University of Virginia (15,001 - 22,000)

Educational Topic: Counseling/clinical work
Session Type: Presentation
Instructional Level: Introductory
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

- Participants will examine the range of sexual concerns of college students and be able to assess these in their home campus.
- Participants will be able to review the treatment options for a range of sexual concerns, including what might be treated in a short-term model and what might require more extensive treatment.
- Participants will examine the patterns of "dating" or "hooking-up" and be able to assess if and how these patterns are qualitatively different than in generations past.
Employment: The New Retirement (Emeriti Program)

Although retirement is a relatively new phenomenon, it has already undergone rapid and dramatic changes (e.g., McVittie & Goodall, 2012). While it used to refer to the end of work near the end of life, retirement now can encompass many different kinds of work transitions, at many different stages of life. It can also include the continuation of work “in a different venue and/or form” (Schultz & Wang, 2011, p.177). Qualitative perspectives that illustrate how individuals experience and interpret their transitions can be especially instructive when trying to understand a phenomenon with such variability and diversity (McVittie & Goodall, 2012; Shultz & Wang, 2011).

This panel will feature former counseling center directors who chose to leave their position, but not their profession. We will conceptualize retirement as a process that unfolds over time, rather than as an outcome at a single point in time (e.g., Adams & Rau, 2011; Wang, Henkens, & van Solinge, 2011). We will use Feldman and Beehr’s (2011) three-phase model of retirement decision-making to organize our narratives. And we will show how retirement can provide counseling center directors “new opportunities to imbue their lives with enhanced virtue and meaning” (Fehr, 2012) and contribute to student development.

Presenter(s):
Louise Douse, Emerita
Malcolm Kahn, Emeritus
Peggy Gaynor, Emerita
Edna Pressler, Emerita, in absentia

Educational Topic: Staff professional development/Emeritus
Session Type: Presentation
Instructional Level: Introductory
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

- Participants will be able to describe a three-phase model for retirement decision-making.
- Participants will be able to identify ways to contribute to student development, even after retirement from the role of counseling center director.
Staffing Levels and Services Provided at Small Highly Selective National Liberal Arts Institutions

Results of a recent survey of counseling center directors at small, highly selective national liberal arts colleges and universities will be presented. Data will be shared on FTE counselors, trainees, psychiatric providers, staff to student ratio, and other services provided by the center, in addition to counseling services. The collective data provide evidence that the often-cited recommended ratio of 1 counselor per 1500 students is inappropriate for these institutions. The actual mean counselor to student ratio is significantly smaller, and despite that, many centers are experiencing demands that have outpaced even this level of counseling services.

Presenter(s):
Peter LeViness, University of Richmond (3,001 - 5,000)

Educational Topic: Counseling/clinical work
Session Type: Powerpoint presentation of survey results, along with discussion and Q&A.
Instructional Level: Introductory
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

- Learn about the staffing levels and services provided at small, highly selective national liberal arts institutions.
- Consider what might be a more accurate figure for the counselor-to-student ratio needed at small, highly selective institutions.
- Collectively discuss why counseling utilization rates may be higher at small, highly selective, residential campuses.
**The Intersection of Collaboration and Power: A Leadership Challenge**

The role of a Counseling Center Director is complex, particularly as it pertains to managing staff dynamics. As directors are typically trained as therapists, their natural instinct is often to move towards opportunities for growth, collaboration, and shared power. Although such concepts are attractive in theory, the actual process of implementing this approach on a daily basis as a Director is often quite challenging. This is particularly true when other contextual variables such as generational differences, gender, racial/ethnic identities, and system dynamics come into play. The purpose of this presentation/guided discussion is to highlight the unique issues that arise for Directors who are invested in promoting a work environment of staff collaboration while simultaneously owning their inherent power as Director. Rather than a “power over” dynamic which does not encourage mutually empowering relationships and leads to relational disconnection, we will discuss a “power with” model which stresses the value of fostering strong staff relationships in order to enhance creativity and production (Jordan, 1997). At the same time, attention will be given to navigating personnel, administrative, and clinical situations that require the Director to truly assume the role of “leader” without acquiescing to the competing needs or desires of staff.

**Presenter(s):**
Denise Lucero-Miller, Texas Woman's University (15,001 - 22,000)
Karen Hoffman, University of Central Florida (32,001+)

**Educational Topic:** Leadership/Management
**Session Type:** Presentation Presentation will also include some guided discussion.
**Instructional Level:** Intermediate
**Session Length:** 90 Minute Breakout Session (1.5 CE)

**Learning Objectives:**

- To enhance understanding of a "power with" model of Counseling Center leadership.
- To learn strategies for navigating difficult staff dynamics related to generational differences, gender, racial/ethnic identities, and system issues.
Positive Youth Development in higher education: An ecological model for campus collaboration in holistic student developmental and learning outcomes.

Child and adolescent development research describes adolescence as extending into typical college/university student age (Arnett, 2004). Developmental and community psychology approaches known as Positive Youth Development (PYD) combine positive psychology’s rejection of deficit-based foci with community psychology’s emphasis on ecological perspectives on individuals’ contextualized development (Benson, 2007; Bronfenbrenner, 1979). This PYD model has much to offer institutions willing to consider learning outcomes and institutional improvement plans that integrate all campus resources into holistic developmental and educational goals (Keeling, 2004). PYD provides developmental outcome constructs that include educational assets along with promotion and acquisition of other internal assets (e.g. social competencies, positive identity, pro-social values) and external assets (such as boundaries, care, and mentoring influence from peers, community, and family). Quagliana (2014) has proposed age- and context-specific descriptions of college-based application for PYD constructs. The ecological nature of PYD, arguing that it “takes a village to raise a child,” can delineate assets each college department (including counseling centers) can promote while also providing a collaborative vision for holistic student outcomes including but not limited to academic and vocational preparation. This presentation will both describe the PYD model and articulate theoretical and practical applications to campus-wide student success and learning efforts.

Presenter(s):
David Quagliana, Lee University (3,001 - 5,000)

Educational Topic: Outreach and prevention work Both outreach/prevention and campus-wide partner collaboration are topics for this presentation.

Session Type: Presentation
Instructional Level: Intermediate
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

- This seminar is designed to help you conceptualize adolescent developmental outcomes, specific to students in higher education, in a holistic, positive, and environmentally-contextualized manner consistent with Positive Youth Development theories.
- This seminar is designed to help counseling center professionals develop and employ interventions in their center and in campus outreach that educate about and directly develop Positive Youth Development assets in students’ lives.
- This seminar is designed to help you advocate for and develop campus-wide collaboration in holistic learning and developmental outcomes, using Positive Youth Development concepts as both intervention strategies as well as outcomes sought through such stra
IACS FIELD VISITOR TRAINING
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.

Presenter(s):
Lee Keyes, University of Alabama (32,001+)
Charles Beale, University of Delaware (15,001 - 22,000)
Anika Fields, (Emeritus)
Nancy Ronckettii, IACS

Educational Topic: Other
Session Type: Facilitated Discussion
Instructional Level: Introductory
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

- Competencies to be reviewed include organizing the visit schedule; conducting interviews with various personnel; applying the IACS Standards to the review; responding to the typical critical incidents that may occur; writing the report, and developing app
- Attendees will also receive training on how to access the IACS Cloud.
Directors on Duty (An Elements of Excellence Program)
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.

Presenter(s):
Steve Sprinkle, University of San Diego (5,001 - 9,000)
Wanda Collins, Duke University (9,001 - 15,000)

Educational Topic: Leadership/Management
Session Type: Roundtable Discussion
Instructional Level: Advanced
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

- Provide an in depth, individual consultation opportunity for directors.
- Review current counseling center issues germane to the consultee director’s center.
Tools for Supervision: increasing understanding, processing, and cognitive complexity in supervisees

In this session we will discuss use of tools to aid both the supervisor and the supervisee. Documentation, use of white board techniques to increase learning and help make the supervision session more impactful, and use of short written assignments in between supervision sessions as a means to increase supervisee processing and cognitive complexity will be discussed. These skills can be used in individual supervision sessions in addition to group supervision/group clinical staff meetings. The idea for this proposal came about when the presenter felt that supervision sessions were becoming a bit rote and stale. Continuing education was obtained, in addition to incorporating active counseling techniques (e.g. use of white board) into supervision sessions. These changes resulted in unsolicited positive feedback from supervisees.

Presenter(s):
Raime Thibodeaux, McNeese State University (5,001 - 9,000)

Educational Topic: Leadership/Management This could fall under leadership/management or clinical work (as it relates to clinical supervision techniques)
Session Type: Presentation presentation with active discussion encouraged.
Instructional Level: Intermediate
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

- Discuss approaches to regular documentation of supervision sessions, what to record, and what/how to share that with the supervisee.
- Participants will learn how using a white board (a.k.a dry-erase board) as a teaching tool can mimic use of white board techniques in the session with clients, and can increase the cognitive complexity in supervisee learning and development.
- Discuss use of written assignments in between supervision sessions as a means to increase processing and cognitive complexity in supervisees.
Stress, Sleep & Resiliency - A Holistic and Strategic Effort
College counselors frequently see students struggle with sleep, stress and resiliency in regards to their student success. Data from the National College Health Assessment highlights that Stetson students report struggling with these areas at higher rates than their peers. In regards to resiliency, Stetson students rate traumatic life events as more difficult to handle than other students. Utilizing a holistic wellness, socioecological prevention perspective, these areas are targeted through a public health model of outreach and collaboration with campus-wide partners. Efforts range from an innovative Woman’s Academic Resiliency group to sleep programs and social norms marketing around mental health. A mental wellness week includes mental health screening as well as connections between physical and mental health. Improvements to website and multimedia messaging, as well as education of staff outside the Counseling Center, have been important. Data shows learning outcome improvements. This interactive presentation will focus on the background research around sleep, stress and resiliency as well as translation of public health models to Counseling Center outreach. Efforts and outcome data from Stetson will be shared. A focus will be made on replication through a public health lens by looking to campus specific data and acknowledging limited resources.

Presenter(s):
Lynn Schoenberg, Stetson University (3,001 - 5,000)

Educational Topic: Outreach and prevention work
Session Type: Presentation Interaction will be encouraged.
Instructional Level: Intermediate
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

- Participants will understand basic public health model of socioecological prevention in relation to mental health.
- Participants will understand background research and the implementation of prevention initiatives around sleep, stress and resiliency with college students.
- Participants will begin formulating a plan for targeted, collaborative, resource conservative outreach on their own campus around mental wellness.
The Resilient Counseling Center Director
The concept of resilience continues to gain empirical support as an effective collection of strategies in response to stressors and difficulties in our lives. Various colleges and universities have implemented resilience programs for students as an inoculation to the challenges of college and university life. However, as Directors we may overlook the potential benefit of applying these concepts to ourselves and our staffs. The current presentation will explore the concept of resilience and its various components with special attention given to their application in a counseling service. The presentation will offer a definition of resilience, an examination of specific components of resilience and an examination and discussion about how we can apply these concepts to ourselves and to our staffs. These concepts will include exposure to resilient role models, learned optimism, emotional regulation, coping style, social support, cognitive flexibility, spirituality, the need for a moral compass, humor, altruism, meaning and purpose and training. The presentation will conclude with a discussion of the potential hidden costs of resilience as a concept and how we can all apply the concepts discussed to our daily work.

Presenter(s):
Gregory Eells, Cornell University (22,001 - 32,000)

Educational Topic: Staff professional development
Session Type: Presentation
Instructional Level: Intermediate
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

- Define resilience in the context of counseling service work.
- Discuss various components of resilience and how they impact our ability to respond effectively to stress.
- Develop ideas for initiatives to facilitate resilience among ourselves and our staffs.
2013 Campus-Wide Mental Health Needs Survey: How Data Helps In Impacting and Building Campus/State Partnerships

During the fall of 2013 the EKU Counseling Center administered a mental health needs survey and collected data from 965 students. The study used random sample strategies and demographics reveal a representative sample of the enrollment at the University. The research team included the entire Counseling Center staff, 2 professors and 7 graduate students from the Department of Psychology. The survey listed 59 issues (some were more generic, others were mental health issues) to which students responded if the issue was a problem for them. Students were also asked if and to what degree the issue impacted their academic performance. Utilization of counseling services was also a part of the survey. The overarching objective of the study was "student success." This program will discuss the results of the study and how the Counseling Center used the data to inform the University Community. The findings of the study had broad based implications impacting many levels including academics, student services and policy development. This program will also share the Mental Health Needs Survey-2013 and describe how the study was conducted and how this study can be implemented on other campuses.

Presenter(s):
Jen Walker, Eastern Kentucky University (15,001 - 22,000)

Educational Topic: Outreach and prevention work
Session Type: Presentation
Instructional Level: Introductory
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

- Will learn how to conduct a mental health survey on campus. Program will include a description of the mental health needs research project.
- Will learn how to use mental health needs research data to impact staffing patterns at the Counseling Center.
- Will learn how to use mental health needs research data to inform the University Community at academic, student service and policy levels in hopes of affecting change to promote student success.
Wednesday, November 12
10:30 AM – 12:00 PM

Mid-Career Moves: Professional and Personal Challenges for Directors
This panel of directors who made mid-career moves from successfully directing one counseling center to facing the challenges of another. Directors will share their experiences, including their personal reasons for the move and the expectations the new university had for them. Challenges will be discussed, including building the new team, learning strengths and weaknesses of existing staff, dealing with a member of the team who had hoped to be director, setting new norms and expectations for the center, and establishing credibility. Directors will share their personal experiences with these transitions, lessons learned, coping strategies used. Additionally, they will share developmental, feminist, and leadership theoretical models that shaped their thinking and helped with adjustment. Specific tips for mid-career moves will be shared and participants will be invited to the discussion to share their own experiences.

Presenter(s):
Connie Horton, Pepperdine University (3,001 - 5,000)
Kathy Hollingsworth, Emeritus (NA/Emeritus)
Ilene Rosenstein, USC (32,001+)
Terence P. Hannigan, Manhattan College (3,001 - 5,000)

Educational Topic: Leadership/Management
Session Type: Presentation Panel presentation followed by discussion
Instructional Level: Advanced
Session Length: 90 Minute Breakout Session (1.5 CE)

Learning Objectives:

• Participants will understand and develop responses to challenges involved in mid-career director moves
• Participants will learn strategies to assist in building a strong working relationship with a new team.
• Participants will be able to incorporate a variety of their leadership theories into their work.