

Session Quick Links

Sunday, October 15 | 1:30 PM – 3:00 PM

- [Too small? Too big? Or just right? Beyond consideration of the “more is better” approach to managing resources and student needs](#) (Elements of Excellence)
- [Highlights from the AUCCCD 2016 Director's Survey](#)
- [Seeds Fly and Flourish on the Far East: Development and Characteristics of College Counseling in Japan](#)
- [Supporting Housing and Educational Accommodations: Ethical and Legal Considerations](#)
- [The Comprehensive Counseling Center Model](#)
- [Stepped Care 2.0 for Smalls Schools Roundtable](#)
- [Re-Narrating Mental Health: Community Level Strategies for Counseling Centers](#)
- [Considerations in providing ADHD services in a college counseling setting](#)

Monday, October 16 | 10:30 AM – 12:00 PM

- [Building Bridges So No One Drowns: Growing Diversity Connections across Campus](#) (Harriett Copher Haynes Award Winners' Presentation)
- [A HEMHA Guide: Distance Counseling in Higher Education](#)
- [HIRED! Strategies to help trainees and staff advance in collegiate counseling service](#)
- ["I've Never Felt So Old".....Unique Challenges of Managing a Multigenerational Staff](#)
- [Suicide and Risk in Transgender and Gender Diverse Populations](#)
- [What Do Counseling Center Clinicians Need to Know about Violence Risk Assessment?](#)
- [Strategic Partnering or Selling Out: The Use of Third-Party Vendors in College Counseling Centers](#)
- [Stepped Care 2.0 for Medium and Large Schools Roundtable](#)

Tuesday, October 17 | 1:30 PM – 3:00 PM

- [Something's Gotta Give: Doing Less and Being Okay](#) (Elements of Excellence)
- [Campus Assessments of Potential Terrorism Lone Actors: Practical and Ethical Considerations for Counseling Center Participation](#) (Emeritus Program)
- ["The Work" of Bryon Katie: A four step process for reducing psychological suffering](#)
- [Making the Covert Overt: Showing the Effects of Counseling on Student Retention, Academic Progress, and Graduation](#)
- [Undocumented Students on Campus: Recognize their challenges, strengths, and Needs](#)
- [Managing Campus-Wide Tragedies: The roles a director plays in and out of the center](#)
- [The Integrated Model: Joys and Frustrations of Directing an Integrated Health and Counseling Center](#)
- [Leveraging Partnerships to Expand Resources to Students of Color Advocatiing for Social Justice](#)

Tuesday, October 17 | 3:30 PM – 5:00 PM

- [Left, Right, Ambidextrous & Everything in Between: Navigating Ideological Divisions on College Campuses and AUCCCD](#) (Elements of Excellence)
- [Campus Partnerships and Connections: Getting the Resources You Need to Serve Students Better While Saving Your Own Hide](#)
- [Proposed New Metric for Minimum Counselor Center Staffing Level](#)
- [Responding to a difficult socio-political environment. Challenges we face as counselors to reach higher grounds](#)
- [Doing What Matters: Innovative Strategies for Streamlining Documentation and Service Delivery](#)
- [African American Women in Therapy](#)
- [IACS Field Visitor Training](#)
- [Legal, Ethical, and Clinical Implications of Providing Documentation for Emotional Support Animals](#)

Session Quick Links

Wednesday, October 18 | 8:30 AM – 10:00 AM

- [Aging at the Fountain of Youth](#) (Elements of Excellence)
- [Fostering Bravery](#)
- [Reflections on Counseling Center Leadership](#)
- [Constant Caregiving](#)
- [How to Become IACS Approved](#)
- [Supporting the Mental Health Needs of Diverse Student Communities](#)
- [Engaging Faculty in Prevention, Early Intervention, and Resilience Initiatives that Promote Student Well-being and Academic Success](#)
- [Collaborating with student affairs in resiliency programming from different settings in higher education](#)

Wednesday, October 18 | 10:30 AM – 12:00 PM

- [Shared records: Adeliberate conversation about ethical quandaries posed by either preserving or overcoming the traditional boundaries between university counseling and medical treatment records](#) (Elements of Excellence)
- [Critical Issues in College Counseling Centers: Preserving our Role as Experts in Student Development and Mental Health for a Diverse Student Population](#)
- [This Work is Tough and We Spend A lot of Time Together: Creating a Special and Supportive Departmental Culture within a Counseling Center](#)
- ["I Heard it Through the Grapevine": The Practical and Ethical Implications of Gossip in the Counseling Center](#)
- [Using telehealth counseling and technology assisted resources to enhance direct services and connect with more students](#)
- [Deciphering NCAA Recommendations: Best practice in collaborative care](#)

Current 8-31-17

Sunday, October 15 | 1:30 PM - 3:00 PM

Too small? Too big? Or just right? Beyond consideration of the “more is better” approach to managing resources and student needs (Elements of Excellence)

As needs continue to outpace resources, we are tempted to believe that we always need more clinical services. But can a counseling center be too big? Should we consistently be asking for more clinicians? Regardless of school or staff size, is more always better? This session seeks to explore crucial questions in determining what will meet the increasing needs of our students. When are more clinical services not the best request? What other resources or services may better help us realize our mission and vision? Can “less resource” be an opportunity to create or innovate? And how much of this problem have we, perhaps unknowingly, created? Presenters from small, medium and larger-size institutions will solicit input from audience members to answer these questions, sparking a discussion of trends, models, frameworks, and guidelines to encourage an intentional consideration of how directors might respond to windfalls or wastelands of available resources. Participants will be encouraged to consider how to rethink service delivery when there’s a waitlist, how to respond to administrators’ and institutions’ efforts to see students quickly and often, and what potential pitfalls may exist when continuously adding clinical staff to growing centers.

Presenter(s): **Scott Strader**, University of South Florida (35,001 - 45,000); **Cory Wallack**, Syracuse University (15,001 - 20,000); **Todd Sevig**, University of Michigan (45,001+); **Maria I Jimenez-Chafey**, University of Puerto Rico, Rio Piedras Campus (15,001 - 20,000)

Topic: Role of college counseling: social justice advocacy, treatment, prevention

Instructional Level: Intermediate

Learning Objectives:

- Participants will be able to identify the various models and approaches to responding to growing student needs that outpace resources.
- Participants will identify the critical and strategic issues to consider when seeking additional resources and/or managing existing resources.
- Participants will identify and explore options beyond adding clinical personnel when needs outpace resources.

Current 8-31-17

Sunday, October 15 | 1:30 PM - 3:00 PM

Highlights from the AUCCCD 2016 Director's Survey

For over ten years the Association for University and College Counseling Center Directors has been tracking collegiate mental health policy and practice trends to assist counseling center directors with benchmarking data in key operational areas to guide informed leadership. The survey's flexibility has led to informed collaborations with critical professional allies. 529 counseling center directors completed the 2016 AUCCCD director's survey, providing a wealth of information on institution, counseling center, director and staff demographics, as well as budgets, salaries, grant funding, staffing, services, and utilization trends. This workshop will present some of the highlights of the survey, including the significant gain in new counseling center positions during the past year, the positive impact of counseling services on academics, and the continuing disparity in director salaries across gender.

Presenter(s): Peter LeViness, University of Richmond (2,501 - 5,000); Carolyn Bershad, SUNY Cortland (5,001 - 7,500)

Topic: Educating campus constituents on our services, the limits of those services and how to successfully request additional resources.

Instructional Level: Introductory

Learning Objectives:

- Participants will be able to identify the current survey data highlights, including the significant net gain in counseling center positions that occurred last year.
- Participants will be able to quantify the continued disparity in director salaries across gender.
- Participants will have the opportunity to propose specific modifications to be considered for future surveys to make them even more useful.

Current 8-31-17

Sunday, October 15 | 1:30 PM - 3:00 PM

Seeds Fly and Flourish on the Far East: Development and Characteristics of College Counseling in Japan

The Association for University and College Counseling Center Directors (AUCCCD) has been accepting an increasing number of members from overseas and has become more international. There is a Japanese Association of Student Counseling in Japan (JASC). College counseling in Japan emerged after World War II, which was introduced by one of the sections of General Headquarters. In this presentation four representatives from the association will address how college counseling in Japan has developed and what college counseling centers provide at this point in Japan. In addition to the history of college counseling in Japan and the association, we will share information about the systems of counseling centers, various data on college students' mental health, the most common approaches counselors adopt, collaborations with medical doctors, and issues of supporting international students and students with mental/developmental disorders in Japan. We expect that through this presentation we will be able to establish solid cooperative partnerships with the U.S. and other countries and will understand each other better in order to develop competencies as a director.

Presenter(s): Akira Takano, the University of Tokyo (25,001 - 30,000); **Kenji Saito**, Tokyo Institute of Technology (7,500 - 10,000); **Hideaki Fukumori**, Kyushu University (15,001 - 20,000); **Kuninori Takahashi**, Yamagata University (7,500 - 10,000)

Topic: Building international interprofessional collaboration.

Instructional Level: Introductory

Learning Objectives:

- Participants will learn about college counseling in Japan.
- Participants will be able to identify cultural difference between the US and Japan.
- Participants will be able to apply knowledges of the presentation to students from Japan in your campus and will provide the information to the future students studying in Japan.

Current 8-31-17

Sunday, October 15 | 1:30 PM - 3:00 PM

Supporting Housing and Educational Accommodations: Ethical and Legal Considerations

New and seasoned directors alike are experiencing challenges in identifying a policy stance on providing recommendations for students' educational and housing accommodations. Requests for "medical single" rooms, early registration, college withdrawals and emotional support animals based on a psychological disability, are increasingly demanded by our students. This session seeks to support college counseling directors in finding and utilizing resources that provide a foundation for administrative decision-making of legal and ethical issues in providing accommodation recommendations. The presenters will offer the legal definition of disability and reasonable accommodations, a brief overview of laws and guidance that regulate disability accommodations, the assessment and evaluation of a functional impairment, and recommended competencies and continuing education. Presenters will use a structured format to introduce the definitions and concepts, followed by case examples and professional experiences.

Presenter(s): Katherine Wolfe-Lyga, SUNY Oswego (7,500 - 10,000); **Nancy Badger**, Old Dominion University (20,001 - 25,000); **Debra Hutton**, University of Michigan - Dearborn (7,500 - 10,000); **Jennie Cassidy**, Coastal Carolina University (7,500 - 10,000)

Topic: Legal & ethical issues

Instructional Level: Introductory

Learning Objectives:

- Participants will be able to define "disability" and understand what is needed to document a disability.
- Participants will understand the laws that govern disabilities and accommodations.
- Participants will be able to identify the role of counseling center directors in at least three different disability-related administrative decisions.

Current 8-31-17

Sunday, October 15 | 1:30 PM - 3:00 PM

The Comprehensive Counseling Center Model

This session will cover the history, development, and application of the Comprehensive Counseling Center (CCC) Model of counseling services. Also explored are the main purposes of the model: to establish a support network among and on behalf of CCCs; to develop a presence and a voice supporting CCCs, particularly with college and university administrators and governing bodies; to promote the full range of CCC capabilities; to foster joint projects of interest, conduct research, gather data and publish findings related to the work of CCCs; to share creative and effective ideas among participants, and generate new ideas through dialogue; to support allied organizations - AUCCCD, IACS, CCMH, ACCA, ACPA CCAPS, ACCCO, ACCCS, ACCTA, APA Division 17 CC group and others whose work primarily focuses on counseling centers functions on campuses; and to advocate for dialogue with organizations such as NASPA, ACHA and APA. Four seasoned panelists will discuss their views on the relevance of the model to the themes faced by campus counseling centers across the nation and world, and solicit diverse views from session participants.

Presenter(s): **Lee Keyes**, University of Alabama (35,001 - 45,000); **David Wallace**, University of Missouri-Columbia (Emeritus); **Jon Brunner**, Florida Gulf Coast University (10,001 - 15,000); **Paul Polychronis**, University of Central Missouri (10,001 - 15,000)

Topic: Finding creative/innovative/collaborative/intentional ways to provide services to our diverse clients consistent with our goals, values, and ideals.

Instructional Level: Intermediate

Learning Objectives:

- Participants will be able to articulate the purpose of and applications for the CCC model.
- Participants will describe how the CCC model could be of use on their campuses.
- Participants will identify the ways in which the CCC model addresses issues faced by many college counseling centers across the nation and world.

Current 8-31-17

Sunday, October 15 | 1:30 PM - 3:00 PM

Stepped Care 2.0 for Smalls Schools Roundtable

Stepped Care 2.0 is being implemented in a variety of ways on campuses across North America. Stepped Care 2.0 reimagines the original UK model for the modern university campus environment. Stepped Care 2.0 integrates a range of traditional and emerging online mental health programs systematically within a healthy campus lens. Because ongoing monitoring is configured to give both provider and client/stakeholder feedback on progress, the model empowers clients and stakeholders to participate actively in programming options, decisions and delivery. It systematizes shared stakeholder, provider and client responsibility for care. Not only is Stepped Care proving more efficient than traditional counselling service and outreach models, early observations suggest it improves outcomes and access, including the elimination of service wait lists. A community of practice has been established for small schools and participants meet monthly via teleconference to share experiences with adaptation and implementation. This roundtable will begin with a short presentation providing an overview of the model followed by a whole-group roundtable discussion of successes, challenges and ideas for adaptation to fit small campus environments. If the attendance at the session is high, a mini roundtable panel discussion will be followed by Q & A.

Presenter(s): **Peter Cornish**, Memorial University of Newfoundland (15,001 - 20,000); **Tracy Stenger**, State University of New York at Fredonia (2,501 - 5,000); **Richard Yoakum**, Samford University (5,001 - 7,500); **Richard Yoakum**, Samford University (5,001 - 7,500)

Topic: Finding creative/innovative/collaborative/intentional ways to provide services to our diverse clients consistent with our goals, values, and ideals.

Instructional Level: Introductory

Learning Objectives:

- Articulate the principles and philosophy of Stepped Care 2.0 for a healthy campus, underlying both clinic-based and campus-wide programming.
- Discover and develop strategies for implementation including an appreciation of challenges, successes and creative adaptations.
- Be able to establish a foundation for expanding and sustaining an existing small school Stepped Care 2.0 community of practice.

Current 8-31-17

Sunday, October 15 | 1:30 PM - 3:00 PM

Re-Narrating Mental Health: Community Level Strategies for Counseling Centers

This program will provide a framework for providing strategic community level interventions to address high prevalence issues that continue to fill individual counseling caseloads at or beyond center resources. The session will include illustrations of how counseling centers outreach efforts, informed by evidence based practice and local clinical data, can strive beyond conventional aims of psycho-education and stigma reduction to include micro-interventions and strategic macro-level interventions. While maintaining ethical practice that responsibly restricts delivery of psychotherapy to licensed clinicians, this session will demonstrate how to narrate many of the underlying issues that our clients face in a terms that can also be addressed outside the boundaries of the 50-minute hour. Examples will be shared showing how to collaborate with student affairs partners, student leaders from various campus communities, as well as partners in academic affairs toward reducing the intensity or frequency of the presenting concerns we face. Because this approach is trans-theoretical, incorporating an Educator/Healer professional identity, informed by social justice values and critical theory, it serves to address the broad and deep diversity of our campus communities. While this model was designed for small to medium sized liberal arts institutions, implications for other campuses will be reviewed.

Presenter(s): Gary Glass, Oxford College of Emory University (Under 1,500)

Topic: Finding creative/innovative/collaborative/intentional ways to provide services to our diverse clients consistent with our goals, values, and ideals. In terms of Program Focus, this also applies to "Role of college counseling: social justice, advocacy,..."

Instructional Level: Intermediate

Learning Objectives:

- Participants will be able to list common psychotherapy goals that can be translated into lay terms that can be implemented by particular partners in the campus community.
- Participants will be able to link common client presenting concerns to particular paradigms and mindsets that are common in their campus environments.

Current 8-31-17

Sunday, October 15 | 1:30 PM - 3:00 PM

Considerations in providing ADHD services in a college counseling setting

Challenges exist within counseling centers with regard to the creation and structure of services for students diagnosed with, or seeking diagnosis and treatment for ADHD. These include diagnostic considerations, a multiplicity of medication/prescribing issues, non-medication treatment approaches, campus partnerships, and whether or not these services are streamlined into a comprehensive "program" or approached as individual services that centers may or may not offer. ADHD is a widely diagnosed condition, presenting counseling centers with challenges in terms of types of programs and services to provide. Student, parent and administrative expectations for inclusion of ADHD services on campuses increasingly exists. Counseling centers may be asked to provide documentation of ADHD for disability services. With our centers' resources stretched by high demand, acuity and an unending stream of campus behavioral health issues to respond to, the "costs" - but also the potential revenue stream in offering ADHD programs must be examined. The panel will address these considerations as well as present models in use at their current and prior schools. There will be significant time devoted to discussion and input from those in attendance, in an effort to help directors think about how to create, modify or resource these services at their centers.

Presenter(s): **Marian Binder**, University of Arizona (35,001 - 45,000); **Greg Lambeth**, University of Idaho (10,001 - 15,000); **Susan Prieto-Welch**, Purdue University (35,001 - 45,000)

Topic: Finding creative/innovative/collaborative/intentional ways to provide services to our diverse clients consistent with our goals, values, and ideals. ADHD represents a large, complex and challenging "disability" group. The panel will enlist significant discussion among attendees, regarding the factors (pros and cons) that come into play in offering assessment, treatments and programming for students.

Instructional Level: Intermediate

Learning Objectives:

- Participants will be familiar with multiple existing programming approaches to responding to ADHD in college counseling settings.
- Participants will be able to discuss different diagnostic approaches to ADHD used on college campuses, considering issues such as cost, accessibility and responsibility.
- Participants will examine the distinctions between medication and non-medication based treatment approaches to ADHD as well as understand component vs comprehensive treatment approaches

Current 8-31-17

Monday, October 16 | 10:30 AM - 12:00 PM

Building Bridges So No One Drowns: Growing Diversity Connections across Campus

(Harriett Copher Haynes Award Winners' Session)

Although most university departments have diversity and inclusion as part of their mission, it's often the case that this work is done in silos. The need for multicultural and social justice programming in university counseling centers continues to grow as every entering class is more diverse than the last. This presentation will focus on how Directors of Counseling Centers can support a social justice mission on campus through the creation of allies and collaboration with other campus stakeholders. Being able to provide culture-centered resources is one that is too great for a university counseling center staff to tackle alone. Presenters will highlight research that supports the importance of building campus networks toward building a culture of inclusion. Attendees will have an opportunity to examine the socio/political climate on their campuses, barriers toward a social justice agenda, strategize on how to move forward in the area of social justice on their campus, and discuss innovative ways to work collaboratively with others for remedies of social justice fatigue. Our profession calls us to be advocates for our campus so let's build bridges so no one drowns!

Presenter(s): Meladee Garst, Wichita State University (15,001 - 20,000); **Monique Marsh-Bell**, Baylor University (15,001 – 20,000); **Shantha Stokes**, Sam Houston State University (20,001 – 25,000)

Topic:

Instructional Level:

Learning Objectives:

Objective 1: How do counseling centers build inter-departmental relationships/networks on campus?

- a. We will explore the importance of why these relationships across university campuses are important.
- b. We will discuss the need for diversity programming and collaborations across campus. In particular emphasizing the need for university wide initiatives.

Objective 2: Increasing knowledge on how to bring others to the table and create allies for diversity and inclusion on campus

- a. We will explore ideas on how counseling centers build relationships across university campuses.
- b. Generate ideas on how to decrease the presence of silos on campus.
- c. Process the importance of managing the emotional and psychological stress that the socio/political climate can have on social justice advocates. Small group dialogue: discuss current climate on their campus; what they are doing/what they can be doing better; identify barriers and strategies.

Objective 3: Increase awareness of compassion fatigue/social justice fatigue.

- a. Process how to encourage and provide opportunities for your staff's self-care as they do this challenging work.
- b. Be aware of the compassion fatigue that minority staff may experience.

Current 8-31-17

Monday, October 16 | 10:30 AM - 12:00 PM

A HEMHA Guide: Distance Counseling in Higher Education

HEMHA representatives will present the guide on distance counseling. The decision to treat students who are home for the summer, studying abroad, studying at a satellite campus, or involved in online learning is complex. This interactive session will frame important questions and dilemmas around distance counseling including the legal, ethical, practical and technical factors in order to effectively and efficiently use this emerging treatment modality. Such ethical dilemmas such as issues practicing across state lines; confidentiality in technology-mediated counseling, security issues and liabilities, communication differences in technology, and limitation of distance counseling that colleges and universities may face around distance counseling. We will conclude the session by engaging the audience in case studies and Q&A period.

Presenter(s): Shari Robinson, Western Washington University (15,001 - 20,000); **Monica Osburn**, North Carolina State University (30,001 - 35,000); **Micky Sharma**, The Ohio State University (45,001+)

Topic: Finding creative/innovative/collaborative/intentional ways to provide services to our diverse clients consistent with our goals, values, and ideals.

Instructional Level: Intermediate

Learning Objectives:

- Gain awareness of what the Higher Education Mental Health Alliance is and how to access the free resources it provides.
- Be able to define distance counseling, its many variations, and the circumstances under which it might be implemented with college students.
- Be able to identify logistical, ethical dilemmas, limitations and future directions in providing distance counseling in higher education settings.
- Understand the ethical and legal implications of practicing across state and international boundaries.
- Describe practical benefits in how telemental health services can increase the availability and accessibility for clients who have disabilities and live in remote locations.

Current 8-31-17

Monday, October 16 | 10:30 AM - 12:00 PM

HIRED! Strategies to help trainees and staff advance in collegiate counseling service

Technical skill advancement along with clinical skill advancement are often standardized and integrated in counseling service training programs. However, once on the job, advancement strategies and job search and interviewing skills training vary considerable from one center to another. Professional staff often aspire to advance in their careers - seeking experiences and skills to move to the next level. Counseling directors may plan to secure a position at a larger center or in a specific geographic region. The goal of this presentation is to share ideas and experiences of three counseling directors who have assisted trainees, staff, and themselves in advancing their careers in collegiate counseling services. Presenters will also share case examples and the results from a survey of job advancement strategies.

Presenter(s): **Larry Long**, University of Kansas Medical Center (2,501 - 5,000); **Barry Schreier**, University of Iowa (30,001 - 35,000); **Brian Krylowicz**, Springfield College (1,501 - 2,500)

Topic: Providing a counseling center environment for ourselves and our staffs that feels supportive, balanced and an enticing place to work.

Instructional Level: Introductory

Learning Objectives:

- Participants will develop different strategies and tactics to assist trainees, staff and administrators secure advanced positions in collegiate counseling services.
- Participants will develop strategies to engineer their career trajectory towards career advancement.

Current 8-31-17

Monday, October 16 | 10:30 AM - 12:00 PM

"I've Never Felt So Old".....Unique Challenges of Managing a Multigenerational Staff

Being a Counseling Center Director is often a demanding endeavor which requires excellent leadership skills, flexibility, and the ability to collaborate effectively with a diverse staff and a variety of personalities. Based on years of experience, many directors have reached an age which classifies them as Baby Boomers or members of Generation X. In contrast, they often find themselves managing early career psychologists who belong to what is known as the Millennial generation and Generation Z. A center composed of different generational groups often benefits from a diversity of ideas yet also presents unique leadership challenges, particularly when additional contextual variables such as gender and race/ethnicity are considered. The purpose of this presentation/guided discussion is to highlight the issues that arise for Directors who manage a multigenerational staff. Attention will be given to how differences in communication styles, work values, feedback/rewards and expectations of work/life balance contribute to system dynamics. Time will also be devoted to exploring strategies aimed at fostering collaboration and preventing burn out in staff who may have very different conceptualizations of the role of work in their lives. Finally, participants will be encouraged to reflect on how their own generational status may impact their leadership approach.

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

Topic: Providing a counseling center environment for ourselves and our staffs that feels supportive, balanced and an enticing place to work.

Instructional Level: Intermediate

Learning Objectives:

- Participants will gain increased understanding of the different generational characteristics and attributes and unique challenges related to managing a multigenerational staff.
- Participants will gain increased awareness of how generational differences in communication styles, work values, feedback/rewards and expectations of work/life balance contribute to system dynamics.
- Participants will identify at least two specific strategies aimed at fostering collaboration and preventing burn out with staff from different generational backgrounds.

Current 8-31-17

Monday, October 16 | 10:30 AM - 12:00 PM

Suicide and Risk in Transgender and Gender Diverse Populations

This presentation will contain four points of focus 1) statistics, factual data, and discussion on the prevalence of suicidal ideation and risk among Transgender and Gender Diverse (TG/GD) college age populations 2) provide discussion on known risk, and resiliency factors including mental health co-morbidity, substance use, familial support, campus climate and policy, and relevant societal/cultural considerations 3) discuss the concepts of the term of "transition" and how it effects each student 4) provide recommendations for affirming clinical work and campus-wide mental health services for both individual students and the campus at large. Participants will leave with a list of reference articles for use.

Presenter(s): Holly Harmon, Robert Morris University (5,001 - 7,500); **Angela Stowe**, The University of Alabama at Birmingham (15,001 - 20,000)

Topic: Promoting strategies and behaviors that enhance inclusion of diverse populations, including those from underserved and minority population. Our presentation specifically focuses on information and ideas to better serve transgender and gender diverse students, a traditionally underserved population.

Instructional Level: Intermediate

Learning Objectives:

- Participants will be able to discuss recent suicide statistics regarding transgender and gender diverse college students.
- Participants will be able to discuss risk and resiliency factors relevant to the TG/GD students.
- Participants will gain specific suggestions for changes/improvements on campus to provide a positive and affirming atmosphere for TG/GD students.

Current 8-31-17

Monday, October 16 | 10:30 AM - 12:00 PM

What Do Counseling Center Clinicians Need to Know about Violence Risk Assessment?

The majority of mental health practitioners have received far more extensive training in the clinical assessment of risk to harm self than in risk to harm others. This seems reasonable given the incidence of suicidal ideation amongst individuals seeking mental health treatment. Nevertheless, clinicians may have clients who pose risk to harm others. Counseling Center Directors need to ensure that these clinicians have received adequate training in violence risk assessment. The workshop will explore some of the recent research on violence risk assessment with an emphasis on warning behaviors and pathway to violence. There will also be a review of key concepts in violence risk assessment, including leakage, deep backstage, injustice collecting, perceived marginalization, pseudo-commando, grievances and justification. The workshop will include a reading list of articles that address each of these key concepts so that clinicians can engage in independent study in addition to structured professional development activities.

Presenter(s): Greg Lambeth, University of Idaho (10,001 - 15,000)

Topic: Behavioral intervention teams and counseling services

Instructional Level: Introductory

Learning Objectives:

- Develop familiarity with basic principles of violence risk assessment
- Identify key elements of pathway warning behaviors
- Identify key concepts that are critical in assessing risk to harm others

Current 8-31-17

Monday, October 16 | 10:30 AM - 12:00 PM

Strategic Partnering or Selling Out: The Use of Third-Party Vendors in College Counseling Centers

In this presentation, four panelists will explore the recent and growing practice of using various third party vendors to outsource important counseling center functions, most notably, but not limited to after hour call. We find it notable that there is little to no writing about these practices and hope our panel will begin to fill this void by stimulating discourse. Our panelists will each talk about the various ways they do or do not utilize third party vendors, the thought process behind these decisions, and the effects of their choices. We hope that this in turn will enable a critical examination of these practices, opening up room for questions with regards to using or not using third party vendors. In particular, some of the topics we are interested in discussing include: The various and creating ways that UCC's make use of third party vendors. The gains and losses by using or not using third party vendors, as well any unintended motivations, consequences, and risks of these decisions? Our hope is to begin a discussion that will be relevant to those UCC's already utilizing third party vendors as well as those considering it.

Presenter(s): Philip Rosenbaum, Haverford College (Under 1,500); **Charles Beale**, University of Delaware (20,001 - 25,000); **Susan Steibe-Pasalich**, University of Notre Dame (10,001 - 15,000); **Lee Keyes**, The University of Alabama (35,001 - 45,000)

Topic: Finding creative/innovative/collaborative/intentional ways to provide services to our diverse clients consistent with our goals, values, and ideals. Our presentation will talk about the different ways we provide after hour services to students, in addition to the creative ways third party vendors are being used to reach clients who are traditionally hard to reach.

Instructional Level: Introductory

Learning Objectives:

- Participants will develop a better understanding of the benefits and potential drawbacks to utilizing third-party vendors on their college campuses.
- Participants will develop an ability to assess whether utilizing a third party vendor makes sense for their particular center, enhanced by the diversity of schools, school size and populations of each school.

Current 8-31-17

Monday, October 16 | 10:30 AM - 12:00 PM

Stepped Care 2.0 for Medium and Large Schools Roundtable

Stepped Care 2.0 is being implemented in a variety of ways on campuses across North America. Stepped Care 2.0 reimagines the original UK model for the modern university campus environment. The model integrates a range of traditional and emerging online mental health programs systematically within a healthy campus lens. Because ongoing monitoring is configured to give both provider and client/stakeholder feedback on progress, the model empowers clients and stakeholders to participate actively in programming options, decisions and delivery. Stepped Care 2.0 systematizes shared stakeholder, provider and client responsibility for care. Not only is Stepped Care proving more efficient than traditional counselling service and outreach models, early observations suggest it improves outcomes and access, including the elimination of service wait lists. At the time this proposal was written, eight medium and large schools were implementing variations of Stepped Care 2.0 across North America. This roundtable will begin with a short presentation providing an overview of the model followed by a whole-group roundtable discussion of successes, challenges and ideas for adaptations at medium and large campuses. If the attendance at the session is high, a mini roundtable panel discussion will be followed by Q&A.

Presenter(s): **Peter Cornish**, Memorial University of Newfoundland (15,001 - 20,000); **Gillian Berry**, The George Washington University (25,001 - 30,000); **Thomas Baez**, University of Texas San Antonio (25,001 - 30,000); **Vera Romano**, McGill University (35,001 - 45,000); **Cheryl Washburn**, University of British Columbia (45,001+); **Rita Knodel**, University of Victoria (20,001 - 25,000)

Topic: Finding creative/innovative/collaborative/intentional ways to provide services to our diverse clients consistent with our goals, values, and ideals.

Instructional Level: Introductory

Learning Objectives:

- Name the principles and philosophy of Stepped Care 2.0 for a healthy campus, underlying both clinic-based and campus-wide programming.
- Discover and develop strategies for implementation including an appreciation of challenges, successes and creative adaptations.
- Establish a foundation for expanding and sustaining an existing medium and large school Stepped Care 2.0 community of practice.

Current 8-31-17

Tuesday, October 17 | 1:30 PM - 3:00 PM

Something's Gotta Give: Doing Less and Being Okay (Elements of Excellence)

Let's face it: Most counseling center directors are overwhelmed. We strive to "do more with less" and we're often doing too much. We may have even gotten accustomed to a pace that is simply not sustainable and will likely lead to burnout. This presentation considers ways to slow down mindfully, while sustaining effectiveness. Panelists will discuss ways they have addressed relevant individual and cultural values, defined clearer boundaries, and said no...even to activities they really liked! They kept their jobs and lived to tell about it. Audience discussion will provide both emotional validation and concrete strategies for directors at centers of all types who seek a healthier balance, for directors' well-being and that of their staff.

Presenter(s): Charles Morse, Worcester Polytechnic Institute (5,001 - 7,500); **Dianna Abel**, Weber State University (25,001 - 30,000); **Erin Vlach**, Columbus College of Art and Design (Under 1,500)

Topic:

Instructional Level: Intermediate

Learning Objectives:

- Describe signs and symptoms of professional burnout.
- Discuss challenges, both internal and external, associated with "doing less."
- Identify strategies employed to support "slowing down" in the context of our roles as counseling center directors.

Current 8-31-17

Tuesday, October 17 | 1:30 PM - 3:00 PM

**Campus Assessments of Potential Terrorism Lone Actors: Practical and Ethical Considerations for Counseling Center Participation
*Emeritus Program***

In recent cases of lone actor terrorism there is evidence the subject acted impulsively, often in response to a precipitating event, despite planning and preparation carried out in the preceding weeks or months. The presenter will discuss and recommend the assessment of impulsivity in persons of concern for lone acts of terrorism. Both indirect and direct assessment guidelines are proposed, with an emphasis upon self- report, psychological testing, collateral data gathering, and historical records.

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

Topic:

Instructional Level: Intermediate

Learning Objectives:

- Participants will learn about recent thinking concerning lone actor terrorism events and impulsivity.
- Participants will learn about approaches to applying this knowledge in campus settings regarding potential lone actors.

Current 8-31-17

Tuesday, October 17 | 1:30 PM - 3:00 PM

"The Work" of Bryon Katie: A four step process for reducing psychological suffering

"The Work" of Bryon Katie, endorsed by Oprah and Eckhart Tolle, promotes psychological flexibility and freedom from ruminating thoughts. Many therapists, counselors and coaches have incorporated this approach into their work and wonder about its place within the Cognitive Behavioral Therapy umbrella. Katie's fundamental assumption is that our beliefs are the source of much of the suffering people experience. Katie's philosophy is that one must "Love what is" (i.e., come to terms/accept with reality as it is unfolding) in order find greater peace. In this presentation, "The Work" is compared with CBT and guides participants through Katie's four steps: (1) Judge Your Neighbor, (2) Write it Down, (3) Ask Four Questions, (4) Turn it Around. Dr. Murray will provide instruction on completing the Judge Your Neighbor worksheet, which will be provided for participants, as well as provide a live demonstration of Katie's four question process [(1) Is it True? (2) Can you know that it's absolutely true? (3) How do you react/respond when you believe that thought? (4) Who would you be without that thought?] and the Turn it Around method into one's personal and professional life.

Presenter(s): Tom Murray, UNC School of the Arts (Emeritus)

Topic: Finding creative/innovative/collaborative/intentional ways to provide services to our diverse clients consistent with our goals, values, and ideals.

Instructional Level: Introductory

Learning Objectives:

- Participants will be able to employ the "Judge Your Neighbor" Worksheet.
- Participants will be able to enumerate the four questions used in "The Work."
- Participants will be able to identify the differences and similarities between CBT with the Work.

Current 8-31-17

Tuesday, October 17 | 1:30 PM - 3:00 PM

Making the Covert Overt: Showing the Effects of Counseling on Student Retention, Academic Progress, and Graduation

College and university counseling centers have been asked to show their value by demonstrating their impact through program evaluation and outcomes data. Self-reported client satisfaction is no longer enough to demonstrate effectiveness. This panel will offer three models of analysis and how those results are used to illustrate the benefits of college counseling centers and/or the need for additional resources. We explore methodological challenges to conducting research on center services, while maintaining confidentiality. For directors who are just beginning to move from self-report to objective criteria, we explore data collection and questions to consider. For campuses where the political climate has created the expectation of proven results, we illustrate working with your Institutional Research department to confidentially compare data on counseling clients to non-counseling clients in terms of retention, graduation and academic progress. In addition to its scientific and professional value, results of this type of research can be shared in house, tying the outcomes to the budgetary process for both the students and administration. The media may have interest in the results, for popular commentary. The work can have a political component as it relates to competing agendas among parties (e.g., University President, Student Government, and Boards of Trustees).

Presenter(s): Andrew King, Univ. of North Florida (15,001 - 20,000); **Karen Hofmann**, University of Central Florida (45,001+); **Daria Papalia**, The Culinary Institute of America - Hyde Park (1,501 - 2,500)

Topic: Educating campus constituents on our services, the limits of those services and how to successfully request additional resources.

Instructional Level: Advanced

Learning Objectives:

- Participants will be able to identify research at three universities to evaluate available outcome data without risking the exposure of confidential information.
- Participants will be able to implement these different strategies at their counseling centers to create an impactful case based on data-driven measures that are tied to student success and the economic success of the institution.

Current 8-31-17

Tuesday, October 17 | 1:30 PM - 3:00 PM

Undocumented Students on Campus: Recognize their challenges, strengths, and Needs

Are undocumented students visible or invisible on your campus? Regardless, it is imperative for counseling center across America to become aware of this unique population's needs as they navigate higher education. Current political climate and federal and state laws significantly diminish undocumented students' access to higher education and it is taxing on their mental health. We will explore how, as leaders, we can better serve undocumented students and create a safe space where they may feel protected and respected.

Presenter(s): **Emilia K. Petrillo**, Univeristy of Maryland Baltimore (5,001 - 7,500); **Ernesto Escoto**, Univeristy of Florida (45,001+); **Susan L. Prieto-Welch**, Purdue University (35,001 - 45,000)

Topic: Role of college counseling: social justice advocacy, treatment, prevention Presentation overlaps with "New government administration/political climate and impact on students" program focus.

Instructional Level: Intermediate

Learning Objectives:

- Participants will be able to identify undocumented students' challenges, strengths and needs
- Attendees will be able to identify federal and state laws' impact on undocumented student's access to higher education
- Participants will be able to utilize presented options to create a campus that is aware of and sensitive to the needs of undocumented students.

Current 8-31-17

Tuesday, October 17 | 1:30 PM - 3:00 PM

Managing Campus-Wide Tragedies: The roles a director plays in and out of the center

Many campuses have been impacted by tragedies that affect the entire campus community. These tragedies have included acts of violence, natural disasters, criminal activity, terrorism and many other forms. These events will impact all members of your campus and the effects of a tragedy can last from months to years. In both the immediate and long-term response to a campus tragedy, the counseling center director is called upon to lead the mental health response for the institution. The presenters have experience in responding to large-scale tragedies at small, medium, and large schools. They will discuss the management of a mental health response from the macro and micro-level perspective as well as the immediate and long-term mental health response. The presentation will cover the various roles a director plays across campus and more broadly in the community. The important elements of how to provide mental health services during a long-term crisis response and how to effectively communicate to the campus will be included. Finally, how the Director can best support the counseling center staff in a time of crisis will be discussed. Time will be allotted for attendees to discuss lessons learned from the management of tragedies on their respective campuses.

Presenter(s): Micky Sharma, The Ohio State University (45,001+); Chris Flynn, Virginia Tech (30,001 - 35,000)

Topic: Role of the director in managing a campus wide tragedy.

Instructional Level: Intermediate

Learning Objectives:

- Attendees will be able to identify and use strategies to manage a campus-wide tragedy in the immediate aftermath.
- Attendees will be able to identify and use strategies to manage a campus-wide tragedy over the long term.
- Attendees will be able to identify and use strategies for supporting counseling center staff in a time of crisis .

Current 8-31-17

Tuesday, October 17 | 1:30 PM - 3:00 PM

The Integrated Model: Joys and Frustrations of Directing an Integrated Health and Counseling Center

More and more counseling center directors have been called upon to lead integrated health and counseling centers "" or even wellness centers that include health, counseling, and wellness education. Since the AUCCCD survey began tracking leadership of integrated centers in 2011, the number of therapists who are leading integrated centers has grown slowly but steadily. There is much discussion on the listserv and amongst directors regarding the future of integrated centers. But, what does it look like to direct an integrated center on a regular basis? What are some of the benefits and the drawbacks to being in such a position in contrast to directors of counseling centers alone? This program will highlight the experiences of four directors from schools of varying sizes with an eye toward such issues as how to lead medical services with the expertise of a mental health professional; shared spaces and missions; programming; balancing both sides of the house; and more. (This is not intended to be a program focused on whether electronic records should be shared, although the topic may arise.)

Presenter(s): **Katell Guellec**, Merrimack College (2,501 - 5,000); **Sue Stock**, Northeastern Illinois University (10,001 - 15,000); **Connie Briscoe**, Rollins College (2,501 - 5,000); **Nicole Noffsinger-Frazier**, University of the South (1,501 - 2,500)

Topic: Finding creative/innovative/collaborative/intentional ways to provide services to our diverse clients consistent with our goals, values, and ideals.

Instructional Level: Introductory

Learning Objectives:

- Participants will broaden awareness of the role of the integrated director and discover how it is similar and different to directors of counseling centers.
- Participants will identify new ideas for how to collaborate across disciplines; manage the different needs of health and counseling services; and present a unified message to the campus.
- Participants will be able to identify how integrated centers can benefit specific populations on a campus, such as athletes, students with addictions, and students with chronic health conditions.

Current 8-31-17

Tuesday, October 17 | 1:30 PM - 3:00 PM

Leveraging Partnerships to Expand Resources to Students of Color Advocating for Social Justice

As the nation's only non-profit organization focused on promoting the mental health and emotional well-being of students of color, the Steve Fund is an emerging organization, which believes that in America good mental health should be a fundamental expectation enjoyed by all and not an accident of geography or socioeconomic status. It is a matter of social justice and equity. This presentation will discuss the national scope of the organization's work aimed at creating an equal chance at mental health for students and color. The presentation will introduce participants to The Steve Fund's mission and activities, which include building knowledge and thought leadership, creating programs and strategic partnerships, promoting awareness and dialogue and producing immediate impact for students through tech innovations. The presentation will also highlight an innovative program focused on graduating seniors of color and other students from underrepresented backgrounds. The evidence based program was partially supported by the Steve Fund and university funds and provides an example of leveraging support from multiple resources to augment the mission of the counseling center and institution.

Presenter(s): **Jeanne Manese**, UC Irvine (30,001 - 35,000); **Jan Collins Eaglin**, Pomona College (1,501 - 2,500)

Topic: Finding creative/innovative/collaborative/intentional ways to provide services to our diverse clients consistent with our goals, values, and ideals.

Instructional Level: Intermediate

Learning Objectives:

- Participants will be able to describe the Steve Fund and formulate strategies that expand resources to students of color on campuses.
- Participants will be able to review two innovative programs that addresses the need of students of color throughout their college and beyond.
- Participants will be able to describe one model of social justice which has been applied to developing outreach programs.

Current 8-31-17

Tuesday, October 17 | 3:30 PM - 5:00 PM

Left, Right, Ambidextrous & Everything in Between: Navigating Ideological Divisions on College Campuses and AUCCCD (An Elements of Excellence Program)

The most recent presidential election has seemingly contributed to the perpetuation and heightening of political divisions on college campuses, in the field of college mental health, and perhaps within the membership of AUCCCD. In the context of the current political climate, directors may struggle with negotiating their own values and perspectives with their commitment to promoting inclusion and pluralism at their centers and campuses. During this session, presenters will share their experiences of navigating ideological dichotomies and tensions in their roles as counseling center directors. Additionally, presenters will facilitate a discussion for participants to examine their own political biases, engage with the political “other,” and develop strategies for negotiating political dynamics in their own professional settings.

Presenter(s): **Jeffrey Ng**, Fordham University (15,001 - 20,000); **Ernesto Escoto**, University of Florida (45,001+); **Monroe Rayburn**, The Catholic University of America (5,001 - 7,500)

Topic:

Instructional Level: Intermediate

Learning Objectives:

- Participants will be able to identify challenges and opportunities that emerge from examining their own and others' ideological perspectives, values, and biases.
- Participants will become more aware of and intentional about how their own political identities contribute to their leadership and influence as counseling center directors.
- Participants will identify strategies for navigating intergroup dynamics.

Current 8-31-17

Tuesday, October 17 | 3:30 PM - 5:00 PM

Campus Partnerships and Connections: Getting the Resources You Need to Serve Students Better While Saving Your Own Hide

Directors have often shared struggles in AUCCCD listserv messages about increased demands, budget cuts, lack of resources and sometimes isolation and disconnection. While acknowledging challenges beyond one's control, are there strategies to help counseling centers build their resilience, strengthen their influence and better prepare for potential challenges? This presentation arises from the presenter's cumulative experience over 14 years as a counseling center director in three different schools. The narrative focuses on comprehensive counseling centers fostering staff cohesion, building proactive attitudes, affirming diversity and inclusion and joining campus communities as active, collaborative partners. This presentation will highlight a workable balance between clinical work and outreach. Group discussion will focus on seeking meaningful and strategic connections and better leveraging resources to support student mental health. In moving outward to build alliances, centers are potentially creating avenues for increased support, perhaps in undiscovered ways. The challenge in the short run is the proverbial "If you build it, they will come"☹, and discussion will focus on how to creatively manage "pushing the envelope"☹. Hoping to convey encouragement and generate workable ideas, this presentation will focus on campus situations common to all, regardless of school size or type.

Presenter(s): David Wallace, University of Missouri - Columbia (Emeritus)

Topic: Finding creative/innovative/collaborative/intentional ways to provide services to our diverse clients consistent with our goals, values, and ideals.

Instructional Level: Introductory

Learning Objectives:

- Participants will be able to discuss common issues that directors face in becoming more systemically and politically prepared for fostering campus support within the context of limited time and resources.
- Participants will be able to identify specific examples of successful approaches to campus partnerships and connections, including those involving marginalized and underserved groups.
- Participants will be able to articulate potential ideas for their own campuses to build stronger campus connections and strengthen future directions for their centers.

Current 8-31-17

Tuesday, October 17 | 3:30 PM - 5:00 PM

Proposed New Metric for Minimum Counselor Center Staffing Level

The counselor-to-student ratio that IACS and others use to define the minimum counselor center staff level, although it has been in use for decades, is problematic for a number of reasons. For example, the optimal ratio varies greatly depending on size of student population, percent of student body who use counseling services, percent of students who live on campus, and other factors. Because the counselor-to-student ratio varies so much from institution to institution, it is very difficult to describe and explain to campus administrators and colleagues who work in other departments. In this workshop, data from both the AUCCCD annual survey, and a survey of over 40 counseling center directors who provided detailed data on counseling services provided for each (deidentified) staff member for a single academic year will be shared and discussed. Both sets of data seem to support a potential new metric: about how many students can a single full-time counselor work with in one academic year?

Presenter(s): Peter LeViness, University of Richmond (2,501 - 5,000)

Topic: Educating campus constituents on our services, the limits of those services and how to successfully request additional resources.

Instructional Level: Intermediate

Learning Objectives:

- Discuss the evidence and rationale behind a proposed new metric to describe the minimum counseling center staffing level.
- Discuss why the new proposed metric may be superior to the currently utilized counselor-to-student ratio.

Current 8-31-17

Tuesday, October 17 | 3:30 PM - 5:00 PM

Responding to a difficult socio-political environment. Challenges we face as counselors to reach higher grounds

This past year we witnessed a changing socio-political environment as a result of the 2016 presidential election. Many of us were gripped with the impact this election had on our student populations, particularly underserved and vulnerable students, but also on our staffs. As many of us do, we rose to the occasion when asked to attend to students in distress while at the same time maintaining our neutrality for all students. As providers of mental health services, we are routinely called upon to provide support and resources to students during times of great need or distress. The most recent election cycle pushed many of us to attend to different subsets of students who experienced a sense of fear and disappointment in the immediate aftermath of the election, while also attending to students who were pleased with the results. This intersection of politics and campus response pushed some of us into questioning our own social justice principles and ability to maintain a neutral stance for our centers and ourselves. Three directors, from varied campus sizes and diverse backgrounds, will facilitate a discussion on how they and their centers responded to this new political environment and lessons learned from their experiences.

Presenter(s): **Rene Monteagudo**, University of Miami (15,001 - 20,000); **Robin Cook-Nobles**, Wellesley College (1,501 - 2,500); **Elsa Arce**, Chatham University (1,501 - 2,500)

Topic: Role of college counseling: social justice advocacy, treatment, prevention

Instructional Level: Intermediate

Learning Objectives:

- To describe multiple challenges that counseling centers face due to the changing socio-political environment and how these challenges impact our work as clinicians, decision-makers and administrators.
- To analyze and discuss how we can address our students' concerns while maintaining appropriate neutrality and ethical boundaries as clinicians in different campus roles.
- To name those critical issues that emerge while promoting respect, collaboration, wellness and inclusion.

Current 8-31-17

Tuesday, October 17 | 3:30 PM - 5:00 PM

Doing What Matters: Innovative Strategies for Streamlining Documentation and Service Delivery

In the wake of increased mental health complexity and demand, it is easy to lose our way, get stuck, and feel burned out. This workshop will present innovative strategies for improving the efficiency, effectiveness, and sustainability of our documentation and service delivery, helping us to refocus on what really matters. Topics of focus to include: significantly decreasing paperwork burden, particularly intakes, through the use of collaborative documentation process; maximizing your electronic medical record; structuring services to improve efficiency, effectiveness, and impact. Our presentation will focus on streamlining services and documentation, with the hope that this will allow centers to reinvest energy and time into developing innovative and effective treatment and prevention strategies for their students, and perhaps most importantly, for their most under represented and under served students.

Presenter(s): Nick Pinkerton, University of Hartford (5,001 - 7,500); Brian Krylowicz, Springfield College (2,501 - 5,000)

Topic: Providing a counseling center environment for ourselves and our staffs that feels supportive, balanced and an enticing place to work.

Instructional Level: Intermediate

Learning Objectives:

- Participants will be able to implement innovative strategies for their intake forms and other clinical documentation
- Participants will be able to implement innovative strategies for improving their use of their electronic medical record
- Participants will be able to implement innovative strategies for structuring services

Current 8-31-17

Tuesday, October 17 | 3:30 PM - 5:00 PM

African American Women in Therapy

Young, talented, and gifted African American women in college settings are seeking help from mental health professionals. Weekly sessions using brief and culturally sensitive therapy models help these women address many issues negatively impacting their lives. As practicing psychologists for more than two decades in university settings, our engagement with African American women has been both rewarding and challenging. Presenters discuss their work with African American women students whom are both, traditional and non-traditional, students in college. Some considerations are suggested when serving this special population.

Presenter(s): Vivian Barnette, NC A&T State University (10,001 - 15,000); **ValaRay Irvin**, Southern University at Baton Rouge (5,001 - 7,500); **Carolyn Moore**, NC Central University (7,500 - 10,000)

Topic: Promoting strategies and behaviors that enhance inclusion of diverse populations, including those from underserved and minority population.

Instructional Level: Intermediate

Learning Objectives:

- Identify enhanced strategies for developing meaningful and engaging work with African American women through individual, group, and outreach services.
- Understand the importance of being culturally responsive when working with African American women while serving as role models.

Current 8-31-17

Tuesday, October 17 | 3:30 PM - 5:00 PM

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. Competencies to be reviewed include organizing the visit schedule; conducting interviews with various personnel; applying the IACS Standards to the review; responding to typical critical incidents that may occur; writing the report, and developing appropriate recommendations. Attendees will also receive training on how to access and upload their reports.

Presenter(s): Christopher Flynn, VA Tech (30,001 - 35,000); **Anika Fields**, Florida A&M University (10,001 - 15,000); **Reina Juarez**, University of California, San Diego (30,001 - 35,000)

Topic: Other The focus is the training of individuals in the comprehensive policies and procedures, and the knowledge needed to conduct, and report on a center's site review process as part of the IACS evaluation, and re-evaluation accreditation review.

Instructional Level: Introductory

Learning Objectives:

- Participants will identify the critical elements of a visit and understand its place in the overall review process.
- Participants will describe the organization of a typical onsite review including establishing the schedule; maintaining an appropriate role; investigating concerns identified by the IACS Board of Accreditation; and conducting interviews with individuals in various roles within the university/college setting; and responding during critical incidents that may occur during the visit.
- Participants will describe how the field visit fits into the overall review process; describe the organization of the field visit report, including relating the report to the IACS Standards; develop appropriate recommendations, and determine the overall recommendation.

Current 8-31-17

Tuesday, October 17 | 3:30 PM - 5:00 PM

Legal, Ethical, and Clinical Implications of Providing Documentation for Emotional Support Animals

In recent years, the demand for emotional support animals (ESAs) on many college campuses has drastically increased. Students are pressuring University Counseling Center personnel to provide them with documentation to justify the need for ESAs. In this session, the laws that underlie and define ESAs, Service Animals and disabilities will be explored. The empirical basis, or lack thereof, for utilizing ESAs will be examined. After exploring the legal and ethical implications of providing or denying documentation for ESAs, clinical questions to consider in the assessment of the need for an ESA will be examined. Presenters who oversee Disability Offices will provide participants with guidelines from the perspective of those who receive such documentation. How these issues are being handled at a variety of institutions will be provided, particularly as it pertains to maintaining consistent policies and effective relationships with our colleagues in housing, health services, and disability services. Common themes within policies governing ESAs found across colleges and universities will be discussed. We will also discuss the role of Counseling Centers in educating students about considerations of pursuing ESA's (e.g. responsibilities of taking care of an animal), as well as other healthy alternatives.

Presenter(s): Jennie Cassidy, Coastal Carolina University (10,001 - 15,000); **Marcus Hotaling**, Union College (1,501 - 2,500); **Kirk Dougher**, Florida Atlantic University (30,001 - 35,000); **Christopher Hogan**, Appalachian State University (15,001 - 20,000)

Topic: Legal & ethical issues

Instructional Level: Introductory

Learning Objectives:

- Participants will be able to define disability, emotional support animals, and service animals.
- Participants will understand the roles of the Americans with Disability Act, Section 504 of the Rehabilitation Act and the Fair Housing Act in determining rights of individuals to have emotional support animals.
- Participants will be able to explain the empirical basis for utilizing emotional support animals and identify at least 3 clinical questions to explore with clients when determining whether to write documentation for an ESA.

Current 8-31-17

Wednesday, October 18 | 8:30 AM - 10:00 AM

Aging at the Fountain of Youth (Elements of Excellence)

This program will address how we, as older directors, go about “seeking higher ground” in a changing environment. In the context of the university setting and the college counseling center we will explore how aging affects the work we do by looking at multiple aspects of the aging director’s role. How does the older therapist need to work to relate to younger clients, the academy and general campus constituents? How do we experience and deal with getting older while our clientele remains the same age? What do we have to learn from younger generations? How do we continue to grow professionally and avoid stagnation? The gifts that a seasoned director offers as well as the pitfalls of being an older more mature director will be considered. This session will explore our roles as directors, clinicians, supervisors and participants in student engagement and the campus culture from the senior director’s perspective. Our own biases and those imposed by others and culture will be explored. Participants will be invited to discuss ideas and perspectives about how one’s senior age status contributes to and influences the director’s position.

Presenter(s): **Rose Signorello**, University of St. Thomas (Houston) (2,501 - 5,000); **Steve Sprinkle**, University of San Diego (7,500 - 10,000); **Mike Zebrowski**, Marquette University (10,001 - 15,000)

Topic:

Instructional Level: Intermediate

Learning Objectives:

- Participants will be able to discuss the advantages and challenges of aging as a counseling center director.
- Participants will be able to identify critical issues involved with balancing years of experience while remaining open to new ideas.
- Participants will be able to analyze personal and professional strengths and skills inherent to their success and satisfaction as a director.

Current 8-31-17

Wednesday, October 18 | 8:30 AM - 10:00 AM

Fostering Bravery

Dialogue on college campuses regarding difficult and challenging topics has become increasingly more intense and polarizing in the last several years. There seems to be less and less common ground and it is not unusual to hear students say they feel unsafe or attacked by others when they are exposed to ideas and opinions different from their own. The concepts of safe spaces and trigger warnings have been created to protect students from unintentional and intentional harm and have created mechanisms and guidelines for how we can address difficult topics in a sensitive manner. However, it is also possible that these practices have inadvertently led students to conclude that safety corresponds with comfort, rather than teaching them how to effectively engage in difficult dialogues. This session will discuss the current climate and culture on college campuses with respect to how we address difficult sociopolitical issues in public and private forums. The presenters will offer a framework that counseling staff and our broader campuses can use to create "brave" rather than "safe" spaces in which difficult but meaningful dialogue can occur.

Presenter(s): **Ellie Olson**, Simpson College (1,501 - 2,500); **Orin Strauchler**, Mount Saint Mary College (2,501 - 5,000)

Topic: Role of college counseling: social justice advocacy, treatment, prevention

Instructional Level: Intermediate

Learning Objectives:

- Attendees will be able to identify the potential negative consequences that have resulted from efforts to create "safe spaces."
- Attendees will be able to identify methods for creating group dialogue that is focused on encouraging bravery over safety.
- Attendees will be able to discuss how to put these methods into practice in their own work as well as their respective college communities.

Current 8-31-17

Wednesday, October 18 | 8:30 AM - 10:00 AM

Reflections on Counseling Center Leadership

Most counseling center directors have training in professional mental health specialties, however, fewer of us have had specific training in leadership, especially, around counseling center leadership. This presentation will explore a wide range of issues related to counseling center leadership in higher education, exploring how our work requires embracing change, accepting uncertainty, making decisions in the context of bounded reality, listening to your gut, developing vision while executing tasks, using influence and reason and developing the art of muddling through. The presenter will outline the SERVE model of leadership which entails serving in the sense of initiating processes, like serving in tennis, and serving in the sense that leadership is not about you or about authority but about execution for the greater good. The SERVE model is an acronym for the following characteristics essential in a leader: Selflessness, Emotional Intelligence, Rhythm & Happiness, Vulnerability, and Expanding the Circle. The presenter will discuss how as counseling center directors we can work to cultivate these characteristics in ourselves and then expand outward to our staffs. The presentation will include stories of leadership from daily counseling center work and discussion about how these concepts can apply to participants leadership roles.

Presenter(s): Greg Eells, Cornell University (20,001 - 25,000)

Topic: Providing a counseling center environment for ourselves and our staffs that feels supportive, balanced and an enticing place to work.

Instructional Level: Intermediate

Learning Objectives:

- Apply the concepts of embracing change, accepting uncertainty, making decisions in the context of bounded reality, listening to your gut, developing vision while executing tasks, using influence and reason and developing the art of muddling through to daily leadership work.
- Explain the SERVE model of leadership: Selflessness, Emotional Intelligence, Rhythm & Happiness, Vulnerability, and Expanding the Circle.

Current 8-31-17

Wednesday, October 18 | 8:30 AM - 10:00 AM

Constant Caregiving

This panel presentation will focus on exploring the challenges that college counselors face when they serve as caregivers at work and also at home. Panelists will share their experiences of various caregiving roles, including the parent taking care of young children, the parent taking care of children with disabilities, the sibling taking care of their sibling with a disability, and the child taking care of the aging parent. Research will be provided about the impact of caregiving roles, taking special note of factors such as gender, socioeconomic status, age, and culture. This session will give directors a turn to share their journey as caregivers, their unique challenges, and their self-care practices.

Presenter(s): Jennifer Henry, Maryville University (5,001 - 7,500); **Michelle Hastings**, St. Louis College of Pharmacy (Under 1,500); **Stacie Turks**, University of the Pacific (5,001 - 7,500); **Jacqueline Alvarez**, Amherst College (1,501 - 2,500)

Topic: Providing a counseling center environment for ourselves and our staffs that feels supportive, balanced and an enticing place to work.

Instructional Level: Introductory

Learning Objectives:

- Participants will be able to utilize research-based evidence to learn more about the role of caregivers at home and work and the demands it places on individuals.
- Participants will identify and reflect on their personal experiences in caregiving at home and work.
- Participants will be able to discuss self-care practices that they may incorporate into their own lives as caregivers at home and work.

Current 8-31-17

Wednesday, October 18 | 8:30 AM - 10:00 AM

How to Become IACS Approved

This program will describe the advantages, requirements, and application process for those interested in obtaining accreditation for their university or college counseling center.

Presenter(s): Janet Dee Spoltore, Connecticut College (1,501 - 2,500); **T. Monroe Rayburn, III**, The Catholic University of America (5,001 - 7,500); **Paul Galvinhill**, College of the Holy Cross (2,501 - 5,000)

Topic: This program shows counseling center directors the value of accreditation for their services

Instructional Level: Introductory

Learning Objectives:

- Participants will be able to discuss the advantages of having university and college counseling services accredited by IACS.
- Participants will be able to identify the costs and the policies and procedures associated with applying for IACS accreditation.
- Participants will comprehend the accreditation process, and learn the IACS Standards.
- Participants will gain awareness to the ways in which services can improve access and support traditionally underserved and underrepresented groups on campus.

Current 8-31-17

Wednesday, October 18 | 8:30 AM - 10:00 AM

Supporting the Mental Health Needs of Diverse Student Communities

While considerable professional attention has been given to train counselors in multicultural and multi-identity competencies, research suggests that students from diverse identity communities continue to utilize mental health services at lower rates than their majority identity peers. Counseling center outreach efforts to diverse student groups typically encourage students to make use of existing services. This approach fails to recognize that traditional counseling center service delivery models may not fit well with religious, cultural, familial, gender and other student identities. In addition, more students of color are attending college than in previous decades, and are statistically more likely to be first-generation college students or from lower-income backgrounds. These students may be encountering their first chance to receive professional counseling services and may not be as likely to take advantage of such resources. This panel will describe the opportunities and challenges of bringing identity-informed mental health support to diverse student communities. Specific programmatic examples including a talking circle for indigenous students, a Counselor in Residence Program for a diverse residential life population, and strategies for counseling African American students will be presented. Student perspectives will also be included as part of the panel.

Presenter(s): Glenn Hirsch, University of Minnesota Twin Cities (45,001+); Allison Tanouye, University of Hawaii Manoa (15,001 - 20,000); Andrea Washington, University of Maryland Eastern Shore (2,501 - 5,000)

Topic: Finding creative/innovative/collaborative/intentional ways to provide services to our diverse clients consistent with our goals, values, and ideals.

Instructional Level: Intermediate

Learning Objectives:

- Summarize opportunities and challenges counseling centers face in bringing identity-informed services to diverse student populations
- Describe examples of identity-informed counseling center programs
- Discuss multiple student perspectives on serving diverse student communities

Current 8-31-17

Wednesday, October 18 | 8:30 AM - 10:00 AM

Engaging Faculty in Prevention, Early Intervention, and Resilience Initiatives that Promote Student Well-being and Academic Success

Faculty are one of our most significant student mental health partners in promoting a campus culture of prevention, early identification, and early intervention. This session will present an effective, campus-wide approach to engage faculty and academic departments in identifying the personal, non-cognitive barriers students bring to the classroom. Insights into the "Faculty Dilemma" will be presented, along with practical tools that resonant with our campus instructors. Outcome data and faculty feedback will also be presented. The end result will be a practical blueprint to create a slightly more attuned learning environment that inspires students to manage challenges and setbacks more effectively and exercise their full academic potential.

Presenter(s): David Reetz, Rochester Institute of Technology (15,001 - 20,000)

Topic: Finding creative/innovative/collaborative/intentional ways to provide services to our diverse clients consistent with our goals, values, and ideals.

Instructional Level: Intermediate

Learning Objectives:

- Participants will gain strategic insights into faculty responses to student mental health concerns.
- Participants will gain practical tools to engage faculty in student mental health training.
- Participants will gain practical tools to increase prevention, early identification, and early intervention behaviors among faculty.

Current 8-31-17

Wednesday, October 18 | 8:30 AM - 10:00 AM

Collaborating with student affairs in resiliency programming from different settings in higher education

We will be discussing ways to increase college student resiliency including factors which impede as well as enhance the ability of students to grow more resilient in multiple settings. NCF is a small, academically intensive liberal arts college with a student enrollment of 3000 on the West Coast of Florida that has just started a new first year programming focus on retention and persistence with a focus on resilience. WWU is a mid-size four-year public institution with a student enrollment of 15,332 in the Pacific Northwest with a highly successful Men's Resiliency program aimed to promote positive and healthy collegiate experiences for male-identified students by focusing on men's resiliency. This presentation will focus on ways to engage students, faculty and staff in behaviors which encourage resiliency. It is also hoped that increasing resilience might assist counseling center efforts in reducing campus crisis and shifting student focus to a more preventative and mental health promotion than the current focus on individual counseling. Increasing resilience hopes to decrease maladaptive coping mechanisms and reduce individual breakdowns in coping, such as suicidality, substance abuse and increases help seeking behaviors for students who typically underutilized counseling center services.

Presenter(s): Anne Fisher, New College of Florida (2,501 - 5,000); Shari Robinson, Western Washington University (15,001 - 20,000)

Topic: Finding creative/innovative/collaborative/intentional ways to provide services to our diverse clients consistent with our goals, values, and ideals.

Instructional Level: Intermediate

Learning Objectives:

- To increase knowledge and skills in working with Student Affairs on issues related to resiliency.
- To understand differences in multiple higher education settings when applying programmatic initiatives in resiliency.
- Identify ways that higher education institutions support efforts on student retention, persistence to graduation, and overall student success by increasing students' resiliency.

Current 8-31-17

Wednesday, October 18 | 10:30 AM - 12:00 PM

Shared records: Adeliberate conversation about ethical quandaries posed by either preserving or overcoming the traditional boundaries between university counseling and medical treatment records (An Elements of Excellence Program)

Universities are increasingly confronted with a well-intentioned but arguably shortsighted movement towards the integration of counseling and medical services. Often at the center of the integration of services is the routine sharing of treatment records accomplished through various and sometimes expansive informed consent procedures. Many counseling centers have embraced or otherwise moved towards the integration of services and the sharing of treatment records, while other centers have firmly resisted. This is occurring at time when the traditional stigma towards mental health services and traditional notions of privacy are each evolving in ways that could be seen as both welcome and alarming. In this panel presentation, four counseling center directors representing widely divergent points of view will reflect on the strengths and weaknesses of their own positions and the positions of their opposites. The objective of the presentation is to foster carefully considered and respectful discussion about a vital and enduring issue that readily lends itself to caustic disagreement.

Presenter(s): **Steve Sprinkle**, University of San Diego (7,501 - 10,000); **Monroe Rayburn**, The Catholic University of America (5,001 - 7,500); **Danielle Oakley**, Duke University (10,001 - 15,000); **Paul Polychronis**, University of Central Missouri (10,001 - 15,000)

Topic: Legal & ethical issues

Instructional Level: Intermediate

Learning Objectives:

- Identify potential risks and benefits of different approaches to sharing counseling and medical treatment records in university settings.
- Discuss a range of experiences counseling center directors have had in preserving or overcoming the traditional boundaries between counseling and medical treatment records in university settings.

Current 8-31-17

Wednesday, October 18 | 10:30 AM - 12:00 PM

Critical Issues in College Counseling Centers: Preserving our Role as Experts in Student Development and Mental Health for a Diverse Student Population

This panel of presenters will introduce a discussion about preserving our role in the psychosocial development of traditional college students. College counseling centers face many challenges and changes, driven by economic, philosophical, and professional interests, which do not necessarily take into account the basic mission of co-curricular student development. Are we getting too far away from this part of psychological understanding with college students? What are the short and long-term costs for students? How do we fulfill our multicultural mission without maintaining a developmental perspective? Whether it is due to a merger into a primary medical model, staff shortages that result in focusing only on the most severe cases, or to a campus culture that fails to recognize the contribution counseling centers make to student development, how should we respond? While media reports seem to identify high profile concerns, we need to create new opportunities and coordinated messaging that clearly defines our mission on college campuses, and emphasizes our expertise to distinguish developmental concerns from emerging psychopathology. Participants will engage in activity based discussions, so we may brainstorm effective new strategies and learn about successful ones that already exist.

Presenter(s): **Daria Papalia**, The Culinary Institute of America - Hyde Park, NY (1,501 - 2,500); **Donna Bender**, Tulane University (10,001 - 15,000); **Mary Chandler Bolin**, University of Kentucky (30,001 - 35,000); **Cassandra Nichols**, Washington State University (25,001 - 30,000)

Topic: Role of college counseling: social justice advocacy, treatment, prevention This presentation is part of the Comprehensive Counseling Center advocacy.

Instructional Level: Introductory

Learning Objectives:

- Participants will be able to discuss the status of their Centers' role and mission, with regard to student psychosocial development.
- Participants will identify emerging concerns across the nation and in their own Centers, and how these may especially impact underserved and multicultural students.
- Participants will develop and learn strategies to preserve the mission of psychosocial development, in addition to mental health, for all students.

Current 8-31-17

Wednesday, October 18 | 10:30 AM - 12:00 PM

This Work is Tough and We Spend A lot of Time Together: Creating a Special and Supportive Departmental Culture within a Counseling Center

The work-environment challenges of college mental health have been regularly discussed in our field and on the AUCCCD listserve. These have included: staff burnout, difficulties recruiting early-career staff, staff retention, work-life imbalance, co-worker conflicts, the stressful nature of helping others, high demands on staff, performance issues for staff, comparably lower salaries to other mental health job sectors, compassion fatigue, elevated institutional and societal expectations, and many others. The focus of this presentation will be to provide an overview of how two different Counseling Centers have developed and maintained a unique and supportive departmental culture within their Centers that has enabled greater job satisfaction, more caring relationships, and a greater sense of meaning in the work of college counseling. Time will be provided for facilitating a large group discussion regarding the experiences of others at their counseling centers and sharing ideas on ways to foster a special departmental culture in college counseling.

Presenter(s): **Brian Quigley**, Keene State College (2,501 - 5,000); **Charlie Morse**, Worcester Polytechnic Institute (5,001 - 7,500)

Topic: Providing a counseling center environment for ourselves and our staffs that feels supportive, balanced and an enticing place to work.

Instructional Level: Introductory

Learning Objectives:

- Identify approaches that enable constructive staff interactions, healthy resolution of staff conflict, and foster meaningful staff connections
- Develop strategies for bringing the benefits of play and having fun to your department, and to increase work-life balance for staff
- Identify ways to attend to ritual, ceremony, and meaningful experiences in your department

Current 8-31-17

Wednesday, October 18 | 10:30 AM - 12:00 PM

"I Heard it Through the Grapevine": The Practical and Ethical Implications of Gossip in the Counseling Center

For better or worse, gossip seems to be an integral part of the human experience. Some people seem to engage in it as a harmless pastime, while others seem to use it as a weapon. Our teams are certainly not immune from this experience just because they consist of mental health professionals. As directors, how do we effectively manage scenarios that involve gossip in our centers? This session will explore research related to the function of gossip in the workplace, as well as a discussion of the ethical implications of managing gossip within a counseling center setting and strategies for addressing gossip behavior amongst our teams.

Presenter(s): Andrew Miller, Sam Houston State University (20,001 - 25,000); **Garrett Gilmer**, Bowling Green State University (15,001 - 20,000)

Topic: Providing a counseling center environment for ourselves and our staffs that feels supportive, balanced and an enticing place to work.

Instructional Level: Introductory

Learning Objectives:

- Identify the role that gossip plays in the workplace, as well as its potential ethical implications
- Differentiate between constructive and destructive gossip
- Identify ways to effectively manage the impact of gossip in the workplace

Current 8-31-17

Wednesday, October 18 | 10:30 AM - 12:00 PM

Using telehealth counseling and technology assisted resources to enhance direct services and connect with more students

Every year, new technological resources and services emerge that may be used to compliment current services or extend services to more students. Counseling providers are often lost and bewildered to keep up with rapidly advancing technology and our sophisticated student users. Student affairs leaders have become increasingly concerned about servicing distant and international students. Presenters will discuss strategies to develop and support a telehealth and technology assisted counseling practice. Technology innovations, case examples, policies/procedure, and staff training recommendations will be provided.

Presenter(s): **Larry Long**, University of Kansas Medical Center (2,501 - 5,000); **Sherry Benton**, University of Florida (Emeritus)

Topic: Finding creative/innovative/collaborative/intentional ways to provide services to our diverse clients consistent with our goals, values, and ideals.

Instructional Level: Introductory

Learning Objectives:

- Participants will identify strategies to implement and support a telehealth counseling practice.
- Participants will identify new technology resources to enhance and extend services to students.

Current 8-31-17

Wednesday, October 18 | 10:30 AM - 12:00 PM

Deciphering NCAA Recommendations: Best practice in collaborative care

Mental health among college students has continued to gain attention. College athletes are at particular risk due to the higher levels of stigma associated with seeking support, pressures beyond the academic arena, and fears of being deemed weak by peers and coaches, impacting eligibility and play time. Using the best practice publication by the NCAA and Mind, Body and Sport - Understanding and Supporting Student-Athlete Mental Wellness, we aim to provide clarity around the rationale for these publications and better understand their intent and recommendations to support student athletes. Examples based on collaborative practices at our institutions will be shared, both which provide vastly different models, but similarly aim to best support student athletes. The purpose of this discussion is to encourage institutions to work within the parameters established at their own systems and work collaboratively with others on education, prevention and intervention for college athletes with mental health issues.

Presenter(s): **Carrie Landa**, Boston University (30,001 - 35,000); **Kenneth Chew**, Indiana State University (10,001 - 15,000)

Topic: Finding creative/innovative/collaborative/intentional ways to provide services to our diverse clients consistent with our goals, values, and ideals.

Instructional Level: Intermediate

Learning Objectives:

- Discuss the context of and recommendations put forth by the NCAA best practice publication.
- Identify unique mental health needs and challenges faced by college athletes and benefits of a collaborative care model.
- Identify elements of best practice guidelines that are feasible on individual campus' via demonstration of existing models.