

Current 5-22-17

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- [Women in Leadership: Embracing Our Values, Finding Voice, and Empowering Each Other](#)
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- [Outcome and Risk Management: Improve Clinical Efficiency, Efficacy and Ethical Practice](#)
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- [A guided tour through the development and intentional use of a strategic plan - to engage stakeholders, facilitate decision-making, and respond to organizational needs](#)

Current 5-22-17

Preconference

Saturday, 10/14/2017

8:30 AM - 4:00 PM

\$75.00 Registration Fee

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

This full-day Introductory Leadership Institute is designed for directors in the early stages of their directorship (new to three years) and will address leadership development and management issues. The Institute is comprised of four modules: cultivating your strengths and abilities as a leader, understanding the multiple roles of a director, a roundtable discussion of administrative issues (budget, personnel, stakeholders, and open questions), and a senior director panel. The overall goal of the Introductory Leadership Institute is to provide an opportunity for directors in the early stage of their career to develop their understanding of the skills involved in leading and managing a College/University Counseling Center. Participants will have the opportunity to complete the 'Strengthsfinder' leadership assessment prior to the conference. The cost of this assessment is included in the registration fee and instructions on accessing the 'Strengthsfinder' assessment will be provided after registration is received.

Learning Objectives:

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

Program Length: Full day (8:30 – 4:00)

Type of Session: Panel, Lecture, Q&A, Roundtable Discussion, Experiential

Instructional Level: Introductory

Primary Presenter:

- Charles Morse, Worcester Polytechnic Institute, 5001 – 9000

Additional Presenters:

- Rose L. Signorello, University of St. Thomas (Houston), 3,001 – 5,000
- Ernesto Escoto, University of Florida, over 35,000
- Dianna K. Abel, Weber State University, 22,001-32,000
- Maria Isabel Jiménez-Chafey, University of Puerto Rico, Rio Piedras Campus, 15,001-20,000

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From Theory to Practice: Bringing Social Justice to Life in a Counseling Center

While specific issues vary from campus to campus, counseling center directors often seek to address themes related to oppression, marginalization, and social justice. In doing so, directors may struggle with navigating the seemingly conflicting values of neutrality and engaging in social justice work. Additionally, directors may struggle with communicating the rationale and importance of social justice work with staff and/or external stakeholders. Moreover, even among those centers that describe themselves as operating from a social justice framework, many struggle to provide clear and specific examples of how they operationalize social justice within the day-to-day functioning of their centers. The primary purpose of this day-long pre-conference workshop is to assist directors in exploring strategies and tensions for working within a social justice framework and to establish a counseling center that actualizes social justice on both the individual and community level.

Topics that will be covered during this workshop include both philosophical/theoretical (e.g. defining social justice, exploring what it means to operate within a social justice framework) and practical (e.g., mission statements, websites, paperwork, outreach models, position descriptions, etc.). The primary goal of this workshop is to promote self and center growth via experiential exercises, reflection, and dialogue.

Learning Objectives:

- Participants will be able to define and better understand social justice theory.
- Participants will be able to provide rationale for engaging in a social justice framework and develop strategies to motivate staff and stakeholders to operate from this framework.
- Participants will examine the challenges of “inclusivity” that can exist within a social justice framework.
- Participants will identify and refine leadership skills that are necessary for developing a social justice oriented counseling center.
- Participants will be able to identify three new practical strategies for operationalizing social justice within their centers and/or campuses.

Type of Session: Experiential, Discussion, Lecture, Q&A

Instructional Level: Intermediate

Primary Presenter:

- Cory Wallack, Syracuse University, 20,000-25,000

Additional Presenters:

- Jeff Ng, Fordham University, 15,000-20,000
- Juanita Martin, University of Akron, 20,000-25,000
- Mike Zebrowski, Marquette University, 10,000-15,000
- Emilia Petrillo, University of Maryland, Baltimore, 5,000-7,500

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Developing Capacity to Deliver Stepped Care 2.0 on Your Campus: A Train the Trainer Workshop

Building from the 2016 Stepped Care 2.0 workshop in Tampa, this session is designed for directors to develop capacity to train staff in a variety of stepped care clinical practices. The workshop will begin with a brief description of the model and an update on implementation experiences at 10 campuses. This train-the-trainer workshop will follow the medical tradition of "see one, do one, teach one" with emphasis on practicing in the lower intensity steps: walk-in consultations, referral to psychoeducational programming or peer support, and therapist-assisted online treatment coaching. Participants will view training videos and demonstrations, practice delivering stepped care and in small groups develop a mini curriculum for training staff in the model.

Presenter(s):

- Peter Cornish, Memorial University of Newfoundland (15,001 - 20,000)
- Gillian Berry, The George Washington University (30,001 - 35,000)

Session Length: 6 Hour Full-Day Preconference (6 CE)

Topic: Finding creative/innovative/collaborative/intentional ways to provide services to our diverse clients consistent with our goals, values, and ideals. Stepped Care 2.0 is a model that allows flexible systematization of programming, monitoring and decision-making to best fit the diverse needs of students and professional staff.

Instructional Level: Intermediate

Session Type: Group Activity

Learning Objective(s):

- Understand the philosophy, objectives and impact of Stepped Care 2.0, observe Stepped Care 2.0 in action as depicted in training videos, and practice delivering interventions through role plays.
- Develop a mini-training curriculum which introduces both philosophical and practical components for assisting staff adapt existing skills towards implementing Stepped Care 2.0 in their work with clients.

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Saturday, 10/14/2017

8:30 AM - 11:30 AM

\$40.00 Registration Fee

Pathways: Managing increased service demand through a post-intake 3-session, ACT-based therapeutic skills seminar

The Pathways program was created at Central Washington University as an innovative approach designed to meet student needs within the context of a bustling university counseling center. Over the last twelve years, it became a meaningful and effective therapeutic skills seminar based on Acceptance and Commitment Therapy (Hayes, Strosahl, & Wilson, 1999). Pathways integrates psychoeducational and experiential approaches, promoting the recognition of painful internal experiences, understanding these experiences with curiosity and compassion, and willingness to engage in values-consistent behavior. Pathways introduces students to the group experience and may encourage future participation in group therapy, an effective yet underrated and underutilized mode of treatment. Additionally, it is appealing to students, as a large majority of students who begin Pathways complete all sessions. In this seminar, we will introduce the Pathways program through didactic content and experiential exercises. We will also review two years of outcome research on Pathways, with initial results suggesting that Pathways may be helpful in reducing distress and increasing acceptance of painful internal experiences for a variety of student concerns. Lastly, and perhaps most importantly, we will discuss the process of implementing Pathways at our counseling center over the years, the challenges we faced, and what we learned.

Presenter(s):

- Rhonda McKinney, Central Washington University (10,001 - 15,000)
- Carolyn Cleveland, Central Washington University (10,001 - 15,000)
- Amal Mull, Central Washington University (10,001 - 15,000)

Session Length: 3 Hour Half-Day Preconference (3 CE)

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

Instructional Level: Intermediate

Session Type: Presentation Our presentation will include didactic teaching on Pathways, encourage participants to participate in experiential exercises, facilitate discussion (i.e., Q&A) on how to implement the program.

Learning Objective(s):

- Participants will be able to relate the Pathways content and exercises to their students' presenting concerns.
- Participants will be able to describe the goals and advantages of the Pathways program.
- Participants will be able to consider how to implement this approach within their respective counseling centers.

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8:30 AM - 11:30 AM

\$40.00 Registration Fee

Restoring Nuance: Tools & Activities for Psychotherapy and Outreach

This experiential workshop will introduce a variety of tools and activities for use in various counseling center service modalities. With anxiety and depression continuing to comprise the most common presenting concerns of students seeking counseling center services, interventions are needed that address some of the underlying struggles and dilemmas that students face and are the context from which anxiety and depression emerge. Various cognitive theoretical frameworks and conventional therapist wisdom observe that depression and anxiety are typically characterized by a decreased cognitive complexity and/or limiting or oppressive social realities. This workshop will introduce materials and activities to help restore nuance to students' understanding of themselves and the world they engage with. The materials and activities introduced in this session are informed by evidence based interventions such as Acceptance Commitment Therapy, DBT, and CBT, with nuance that attends to the cultural and economic diversity of our student populations. Whether used in individual counseling or various outreach modalities, participants can explore how such materials can help their clients and students gain more nuanced insights into their psychological struggle, clarify values and motivations, validate identities and aspirations, and make more intentional choices in the life arenas in which their presenting problems emerge.

Presenter(s):

- Gary Glass, Oxford College of Emory University (Under 1,500)

Session Length: 3 Hour Half-Day Preconference (3 CE)

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

Instructional Level: Intermediate

Session Type: Facilitated Discussion This will be a combination of brief didactic presentation with experiential activities and discussion about the utility of the tools and exercises.

Learning Objective(s):

- Participants will be able to list high prevalence themes that emerge in their work with students and reflect a loss of nuance in students' perspective and decision-making.
- Participants will be able to identify various nuances of how students define success and articulate how this informs conceptualizations of students presenting with depression and anxiety.
- Participants will be able to identify campus partners with whom they can collaborate on programming to enhance critical thinking and nuanced insight in their various student communities.

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Cannabis: What we know

Cannabis use and its legality continue to be hot topics in the national conversation of substance use. With more than half of U.S. states passing laws for some form of legal use or decriminalization, perceptions of cannabis use have shifted significantly. For college students, cannabis is second largest reported drug, right behind alcohol. For states of legalization rates of use have increased and for border states similar trends are seen. What does the research say about the effects of cannabis use? For researchers, this area continues to be an uncharted frontier with newer studies coming out constantly. In this preconference we will explore the latest studies as they relate to mental health, neurocognitive development, and attitudes and perceptions of use. Furthermore, we will discuss the preventative strategies, interventions, and current policies regarding cannabis use in college students. Participants will leave with a well-rounded and balanced understanding of the current state of cannabis research and how it affects the college student population.

Presenter(s):

- Monica Keele, University of Wyoming (10,001 - 15,000)

Session Length: 3 Hour Half-Day Preconference (3 CE)

Topic: Medical marijuana/substance use/abuse

Instructional Level: Introductory

Session Type: Presentation

Learning Objective(s):

- Be able to identify and recognize cannabis in its many forms and ways of use
- Understand the implications of cannabis use on mental health and the developing brain
- Be able to identify symptoms of cannabis use disorder

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Early Career Directors: Considerations for Developing a Center Where Students Get Great Care, and Clinicians Want to Work

Being a newer director is hard! Based on the success of the last two years' presentations focused on typical issues of "Sophomore and Beyond" directors, this program will allow the presenters to facilitate a deeper-dive on some of the most salient issues and considerations for newer directors. Topics will include: Budget (decision-making, utilizing data to advocate); Leadership (enhancing team cohesion, managing difficult dynamics, being a self-aware director); Developing a center philosophy (scope of practice, (re)developing policies and procedures); Clinical service (managing caseloads, utilizing assessment); and Partnerships (finding counseling center champions, developing healthy campus and community relationships). The session will be highly interactive with presenters providing salient examples from their own experiences navigating being a new director. Participants will have opportunities to share their own experiences and engage in consultation with other directors utilizing both large and small-group formats. To help shape and prioritize content, participants will have the opportunity to complete a needs assessment in the month prior to the conference. Participants are highly encouraged to have already attended the New Directors Institute at a previous conference.

Presenter(s):

- James Raper, Wake Forest University (7,500 - 10,000)
- Josette Cline, University of Arkansas (25,001 - 30,000)
- Tracy Stenger, SUNY-Fredonia (2,501 - 5,000)

Session Length: 3 Hour Half-Day Preconference (3 CE)

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

Instructional Level: Intermediate

Session Type: Facilitated Discussion

Learning Objective(s):

- Participants will be able to identify common leadership challenges for new directors of counseling centers.
- Participants will be able to utilize a clinical service agreement to assist with individual staff members' caseloads.
- Participants will be able to identify useful parts of a policy and procedures manual in a counseling center.

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Saturday, 10/14/2017

1:00 PM - 4:00 PM

\$40.00 Registration Fee

Women in Leadership: Embracing Our Values, Finding Voice, and Empowering Each Other

This preconference provides an opportunity to start a dialogue and continue the conversation from last year's presentation. In the context of intersecting social identities female-identified leaders often express challenges developing powerful voices that embrace their identities as women. We will explore pathways to leadership and promote advocacy for finding our own power. Our lived experiences as female leaders will be honored, awareness will be brought to our values in ways that support our natural competencies, and strategies will be identified to support other women within hierarchical systems that often do not value collaborative communication. A plan for continued dialogue will be created for our own support and the promotion of future women leaders. This preconference workshop will include opportunities for self-reflection, engaging in small and large group discussions, and exploration of literature to provide insight into common ground and emerging perspectives on leadership.

Presenter(s):

- Danielle Oakley, Duke University (15,001 - 20,000)
- Traci Callandrillo, American University (10,001 - 15,000)
- Jill Richards, Rutgers University (45,001+)
- Aesha Uqdah, University of Louisville (20,001 - 25,000)
- Susan Prieto-Welch Purdue University 32,000+
- Brook Ruxton Northern Illinois University 20,001 - 25,000
- Carla McCowan University of Illinois - Urbana Champaign 32,000+

Session Length: 3 Hour Half-Day Preconference (3 CE)

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

Instructional Level: Intermediate

Session Type: Facilitated Discussion Learning Objective 4: Participants will create a plan for continued dialogue and promotion of future women leaders.

Learning Objective(s):

- Participants will develop an understanding of their competencies as women in leadership positions.
- Participants will be able to verbalize their style of leadership and how that intersects with their gender and other identities to create challenges and opportunities.
- Participants will identify strategies to authentically and effectively use their voices when presented with challenges and opportunities.

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The Ethics of Conditional Confidentiality in College Counseling Centers

Dr. Mary Alice Fisher is a nationally known author and presenter on ethics education. In 2016, she was recognized by the American Psychological Association for "Outstanding Contributions to Ethics Education." She is the author of several books on confidentiality for mental health professionals including "Confidentiality Limits in Psychotherapy: Ethics Checklists for Mental Health Professionals" (2016), American Psychological Association and "The Ethics of Conditional Confidentiality" (2013) Oxford University Press. She has also published a wide number of handbooks for professionals and articles in professional journals on confidentiality rights. This workshop is sponsored by the International Association of Counseling Services to assist counseling center directors decipher the ethical, legal, and regulatory requirements for confidentiality of client records in an increasingly complex environment. The workshop will make distinctions with an Ethical Focus versus the Legal Focus versus the Risk Management Focus. The principles of privacy, confidentiality, and privilege will be discussed. Distinctions between privacy notices and informed consent will be addressed as will releases of information and sharing of records in all settings. The presenters hope to engage with directors on questions and concerns throughout the presentation. This will provide 3 CEU's for ethics education.

Presenter(s):

- Christopher Flynn, Virginia Tech (30,001 - 35,000)
- Mary Alice Fisher, Center for Ethical Practice (NA/Emeritus)

Session Length: 3 Hour Half-Day Preconference (3 CE)

Topic: Legal & ethical issues Confidentiality of client information remains the cornerstone of counseling but has become more complex. We will examine the ethical and legal requirements for confidentiality.

Instructional Level: Introductory

Session Type: Presentation Presentation with time for questions and discussion.

Learning Objective(s):

- Participants will be able to outline the preparation necessary for protecting patients' confidentiality rights.
- Attendees will be able to describe the components necessary for obtaining "truly informed" consent about confidentiality.
- Participants will recognize the ethical difference between "voluntary" disclosures and legally-required ("involuntary") disclosures.

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Outcome and Risk Management: Improve Clinical Efficiency, Efficacy and Ethical Practice

Increasingly, university administrators rely on counseling center directors to ensure that risk management tools are used to minimize and reduce liability to the institution. Quality risk management tools identify potential problems prior their need for significant action. Given that directors oversee the delivery of mental health services, a system to monitor clinical efficiency and effectiveness is desired. More, professional organizations, such as the American Counseling Association, require counselors to monitor their effectiveness as part of their ethical obligations. Partners in Change Outcome Management System (PCOMS), a SAMSHA identified EBP, is a reliable, feasible and practical method that meets ethical obligations, satisfies the desire to measure clinical outcomes, and manages risk within their respective centers. As a supervision tool, PCOMS data can help improve clinical performance and professional development. As a clinical practice tool, PCOMS use triples the chance of achieving reliable change and reduces likelihood deterioration. Studies have shown that PCOMS reduced total program cost, length of stay; and cancellation and no show rates. PCOMS can be integrated into any treatment model and applies to all diagnostic categories. One size does fit all. PCOMS provides a cost effective way to be evidence based across all services and clients.

Presenter(s):

- Tom Murray, UNC School of the Arts (Under 1,500)

Session Length: 3 Hour Half-Day Preconference (3 CE)

Topic: Legal & ethical issues

Instructional Level: Intermediate

Session Type: Presentation

Learning Objective(s):

- Participants will list the two instruments used in the administration of the Partners in Change Outcome Management System.
- Participants will be able to identify the six major benefits and one major limitation of using PCOMS data for risk management and quality assurance.
- Participants will be able to identify the ethical codes of mental health professions that address the monitoring of clinical effectiveness.

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Saturday, 10/14/2017

1:00 PM - 4:00 PM

Education, Awareness and Programming: Enhance Your Suicide Prevention Efforts on Campus

An estimated 15% of students suffer from mental conditions that put them at risk for suicide. Each year, 10% of students report that they've seriously considered suicide. Those who need help the most are often the least likely to seek available mental health services. To address this problem, the American Foundation for Suicide Prevention (AFSP) offers several resources for college campuses. It's Real: College Students and Mental Health is a documentary film that features the stories of six college students. This 18-minute film's aim is to present a recognizable picture of mental health conditions as they are commonly experienced by college students and how students can seek help for these conditions. The film can be used to educate college students, faculty and staff. The Interactive Screening Program is an online tool utilized by campus counseling centers to offer students a safe and anonymous way to take a brief stress and depression questionnaire, and connect with a campus counselor to receive personalized recommendations, feedback and support. Both programs support student mental health by promoting the importance and acceptability of seeking help, and can be implemented on college campuses as part of a comprehensive mental health promotion and suicide prevention strategy.

Presenter(s):

- Maggie G. Mortali, American Foundation for Suicide Prevention (NA/Emeritus)
- Laura A. Hoffman, American Foundation for Suicide Prevention (NA/Emeritus)

Session Length: 3 Hour Half-Day Preconference (3 CE)

Topic: Other Campus suicide prevention education, awareness, and programming

Instructional Level: Introductory

Session Type: Presentation

Learning Objective(s):

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

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Saturday, 10/14/2017

1:00 PM - 4:00 PM

\$40.00 Registration Fee

A guided tour through the development and intentional use of a strategic plan - to engage stakeholders, facilitate decision-making, and respond to organizational needs

The purpose of this pre-conference program is to provide an overview of the specific steps taken to develop an effective strategic plan. Using the recent AUCCCD 5-year Strategic Plan, participants will receive detailed definitions of plan elements, with explanation of document development and implementation which followed a previous SWOT analysis [Bolin]. Additionally, specific examples will be provided regarding strategic planning from two university counseling centers [Dunkle, Fleck] "" to include the benefits of strategic planning, the importance of staff involvement and buy-in, and tying annual performance evaluations to progress on strategic plan goals. Participants will be led through development of a draft document applicable to their center, to include Vision, Mission, Guiding Values, and Strategic Objectives and Related Goals. The program will also include the "next steps' of putting the plan into formats for multiple audiences and of annual (or other periodic) evaluation of the plan to track progress.

Presenter(s):

- Mary Chandler Bolin, University of Kentucky (30,001 - 35,000)
- John H. Dunkle, Northwestern (15,001 - 20,000)
- Patti J. Fleck, Missouri University of Science and Technology (7,500 - 10,000)

Session Length: 3 Hour Half-Day Preconference (3 CE)

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

Instructional Level: Introductory

Session Type: Presentation

Learning Objective(s):

- Participants will be able to understand and articulate the traditional elements of an agency strategic plan.
- Participants will gain information useful to lead a counseling center staff through a process of brainstorming and clarification for plan development.
- Participants will leave this training with a draft framework which they may refine and expand into a working strategic plan to be implemented