University of Maryland

2018 Big Ten Counseling Centers Conference
February 21 - 23, 2018
Conference Co-Chairs
Kimberly Bethea
Theodore Pickett Jr

Subcommittee Chairs
Allison Asarch
Rashanta Bledman
Carlton Green
David Petersen
Yu-Wei Wang
Simone Warrick-Bell

Conference & Visitor Services
Lisa Press
Kelly Hedgepeth

Committee Members
Eugina Becton
Maria Berbery
Megan Bergandy
Shirley Browner
Kimberly Campbell
Noah M. Collins
Tiana Cruz
Tessa DiPerri
Jo Ann Hutchinson
Jinhee Kang
Yi-Jiun Lin
Erica Merson
Alice Mitchell
Roz Moore
Yanira Pacheco-Ortiz
Pepper Phillips
Chandni Shah
Kim Tran
Michelle Watson
Cassandra Wierzbolowicz
INNOVATIONS: Seeking to Support, Heal and Inspire
## Wednesday | February 21

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<th>Time</th>
<th>Event Description</th>
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<tr>
<td>1 p.m. - 5 p.m.</td>
<td>Registration <em>(Foyer A)</em></td>
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| 3 p.m. - 4:30 p.m. | Discussion Groups  
- All Directors *(Henson Room)*, Clinical Directors *(Carroll Room)*, Training Directors *(Key Room)*, Outreach Directors *(Curry Room)*, Care Managers *(Tubman Room)*, Trainees *(Salon E)*  
- Eating Disorders, Emotional Support Animals, Socio-Political Climate, Self-Care, Managing High Risk Clients, AOD, Group *(Salon FG)* |
| 5 p.m. - 7 p.m. | Welcome Reception *(Top of the 7's Ballroom)*                                       |
| 7 p.m.        | Dinner on Your Own                                                                  |

## Thursday | February 22

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<th>Time</th>
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<tr>
<td>7 a.m. - 8 a.m.</td>
<td>Morning Stretch - Zumba <em>(Top of the 7's Ballroom)</em></td>
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<tr>
<td>7:30 a.m. - 9 a.m.</td>
<td>Continental Breakfast <em>(Foyer A)</em></td>
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<tr>
<td>8 a.m. - Noon</td>
<td>Poster Sessions (stationed 8 a.m. - 9 a.m. in <em>Foyer A</em>)</td>
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<tr>
<td>9 a.m. - 9:15 a.m.</td>
<td>Opening Remarks and Greetings, Dr. Linda Clement, Vice President for Student Affairs <em>(Salon AB)</em></td>
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<tr>
<td>9:15 a.m. - 10:15 a.m.</td>
<td>Keynote Speaker - Rev. Dr. Jamie Washington <em>(Salon AB)</em></td>
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<tr>
<td>10:15 a.m. - 10:30 a.m.</td>
<td>Break <em>(Foyer A)</em></td>
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| 10:30 a.m. - 11:45 a.m. | Session I  
- Keynote Follow-up *(Carroll Room)*; no CEs offered  
- A Care Team Model: Innovation in Crisis Specialization *(Salon C)*  
- Let's Make Something Perfectly Queer: Innovative Models for Counseling Centers Working with Transgender Students *(Salon D)*  
- No Wrong Door: Increasing Treatment Access and Reducing Health Disparities through Integrated Behavioral Health *(Salon E)*  
- Creating a Welcoming Environment for All: Improving the Recruitment and Retention of Diverse Staff within a Counseling Center Setting *(Salon F)*  
- Naan Stop Conversation: Developing an Indian American Identity Group *(Salon G)* |
<p>| 11:45 a.m. - 1 p.m. | Lunch on Your Own                                                                  |
| 11:45 a.m. - 2:15 p.m. | Big Ten Directors Luncheon Meeting <em>(Harriett Tubman Room)</em>                        |</p>
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<tr>
<th>Time</th>
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<tr>
<td>1 p.m. - 2:15 p.m.</td>
<td>• Innovative Mobile Technologies for College Counseling Centers (Salon C)</td>
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<td>• Pushing the Limits of Polite Conversation by Talking about Social Class: Supporting Poor and Working Class/First Generation College Students (Salon D)</td>
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<td>• Our Ears Are to These Streets: The “Meso Practice Model” (Salon E)</td>
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<td>• Traversing Culture and Mental Health: A Look at the University of Illinois’ Latinx Outreach and Prevention Team (Salon F)</td>
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<td>• Innovative Outreach and Intervention Programs for International Students (Salon G)</td>
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<tr>
<td>2:15 p.m. - 2:30 p.m.</td>
<td>Break (Foyer A)</td>
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<tr>
<td>2:30 p.m. - 3:45 p.m.</td>
<td>Session III</td>
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<td>• Let’s Talk About Sex Baby: Addressing the Effects of Hook Up Culture in a Clinical Setting (Salon C)</td>
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<td>• Being an Ally for DACA Students: Understanding the Past, Present, and Future (Salon D)</td>
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<td>• Re-Inventing Self-Care on Campus: A Three Part Self-Care Series Reaching Students in Need (Salon E)</td>
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<td>• Grief Therapy for College Students: A Developmental and Cultural Perspective (Salon F)</td>
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<td>• Adapting Psychological Assessment to the University Counseling Center: A Framework for Ethical and Collaborative Client-Centered Assessment (Salon G)</td>
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<tr>
<td>4 p.m. - 5:30 p.m.</td>
<td>Campus and Counseling Center Tour (Meet in Hotel Lobby)</td>
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<tr>
<td>6 p.m. - 7 p.m.</td>
<td>Evening Reception (Foyer A)</td>
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<tr>
<td>7 p.m. - 10 p.m.</td>
<td>Dinner Banquet (Salon AB)</td>
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**Friday | February 23**

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<td>7 a.m. - 8 a.m.</td>
<td>Morning Stretch - Yoga (Top of the 7’s Ballroom)</td>
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<td>Continental Breakfast (Foyer A)</td>
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<td>8 a.m. - 9 a.m.</td>
<td>Big Ten Directors Suicide Registry Meeting (Carroll Room)</td>
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<tr>
<td>9 a.m. - 10:15 a.m.</td>
<td>Session IV</td>
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<td>• A Journey Towards Healing: Empowering Survivors of Sexual Assault and Interpersonal Violence through a Therapeutic Group and Collaboration with Campus Partners (Salon C)</td>
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<td>• Meeting Them Where They Are...Literally: Collaborating with Residence Life to Extend Innovative Mental Health Services in the Residence Halls (Salon D)</td>
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<td>• Let’s Talk: A Three Pronged Approach to Multicultural Outreach, Consultation, and Counseling (Salon E)</td>
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<td></td>
<td>• What Did I Just Say Yes To? Trainees, Tapes, and Timely Service (Salon F)</td>
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<td>• The Role of College Counseling Centers as Part of the Continuum of Care to Address the Opioid Overdose Epidemic: Intervention, Assessment, and Recovery from Substance Use Disorders (Salon G)</td>
</tr>
<tr>
<td>10:15 a.m. - 10:30 a.m.</td>
<td>Break (Foyer A)</td>
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<tr>
<td>10:30 a.m. - 11:45 a.m.</td>
<td>Keynote Speaker - Dr. Jennifer Golbeck (Salon AB)</td>
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<tr>
<td>11:45 a.m. - 12:15 p.m.</td>
<td>Preview - Big Ten Conference 2019 &amp; Closing Remarks (Salon AB)</td>
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Dear Colleagues:

Welcome to the University of Maryland! We are delighted you could take part in this Big Ten Counseling Centers Conference. Over the next few days, you will have the opportunity to work with professional colleagues from B1G 10 schools and from colleges and universities in the Washington, D.C. area.

The contributions of counseling professionals to campus life and student success have never been more important, driven by rising professional challenges. I am struck by this statistic: 523 B1G counseling professionals serving some 570,000 students—a ratio of more than a thousand to one. At a moment of record demand for services, your contributions to our campuses are irreplaceable.

You are meeting in one of the newest buildings on our campus, The Hotel at the University of Maryland. This privately funded project anchors our Discovery District where new ideas take shape. I hope you find it a productive setting for a conference whose theme is “innovation.”

Around the sessions, please take the opportunity to see the many other new developments on campus. Enjoy your stay at Maryland.

Sincerely,

Wallace D. Loh
President, University of Maryland
February 1, 2018

Dear Colleagues,

Thank you for joining us at the University of Maryland for the Big Ten Counseling Centers Conference focused on “Innovation: Seeking to Support, Heal, and Inspire.” We are pleased to host this event at the University of Maryland!

This annual conference will bring together psychologists, counselors, and therapists from the Big Ten and Washington, DC area university and college counseling centers to discuss best practices, share resources, and consider new ideas for providing innovative counseling and mental health services.

Over the next few days, I hope you will take the opportunity to attend professional presentations, poster sessions, and keynote addresses focusing on current Counseling Center issues and challenges. I hope you will also find time to explore the campus and surrounding area.

On our campus, as well as others in the Big 10, record numbers of students are seeking counseling services and the severity of their mental health concerns is increasing. Counseling Centers are examining service delivery models, and how to address the needs of a growing population of students. I appreciate your commitment to finding a solution to help all of us meet the needs of today’s college students.

I hope you have a productive conference over the next several days. Welcome to campus and enjoy your stay at the University of Maryland!

Sincerely,

Linda M. Clement
Vice President
Dear Big Ten and Maryland Area Colleagues,

On behalf of the University of Maryland Counseling Center, welcome to the Big Ten Counseling Centers Conference at the University of Maryland! We are delighted to be your hosts. Our conference theme, “Innovations: Seeking to Support, Heal and Inspire” provides an opportunity to examine best practices and creative solutions to address our most critical issues. This is the perfect setting to connect with each other, share information, and exchange innovative strategies to enhance our professional development and service delivery.

Each year, the Big Ten institutions provide counseling and therapeutic support services to over half a million student help-seekers. Our primary goal as providers is to promote overall wellness and ensure that our students succeed in fulfilling their personal, educational, career, and lifetime dreams. We hope that you will be inspired during the conference by a variety of outstanding presentations and programs that align with this goal.

With an emphasis on evidence-based practice, this year’s program includes presentations on prevention strategies, multicultural issues, treating high-risk clients, and new models of service delivery. You also will have opportunities for self-reflection and meaningful dialogues across race, gender and culture about this extraordinary time in our country, when we are called upon to address issues of social justice and the psychological experiences of those impacted by hate speech, marginalization, racism, xenophobia, sexism, sexual misconduct, and other forms of oppression.

During your time in Maryland, we encourage you to explore our campus and the surrounding area. The University of Maryland is only a few miles from our nation’s capital, where there are a myriad of cultural and social enrichment activities.

In closing, thank you for contributing your knowledge and expertise to this conference. You are critical players in helping all of us enhance our services, enrich our thinking, and employ innovative strategies to advance counseling services on our campuses. What propels us as practitioners, scholars, and leaders is our capacity to engage in continuous learning, transformative processes, and synergistic interaction. This is what we seek to achieve at this conference.

We are grateful for your presence.

Sincerely,

Sharon Kirkland-Gordon, Ph.D., Director
and the University of Maryland Counseling Center Staff
Dear Big Ten Counseling Centers Conference Attendees:

Welcome to College Park!

As the Mayor of the City of College Park and a graduate of the University of Wisconsin-Madison, I am pleased to welcome you to the Big Ten Counseling Centers Conference. Having seen the work you do with students – the services you provide, the care you give, and the change you make – I am glad to see you all here to continue this important endeavor.

It is important to me that all residents in the City of College Park, a large number of which are students in neighborhoods around the City, are being cared for and receiving the services they need. The work you do in counseling centers across the country help our students in times of great need or personal crisis and is vital to keep our communities united and strong. I see that on our campus at the University of Maryland and I am sure that is the case at your institutions, as well.

Students are dealing with difficult issues on campus, including issues surrounding identity, sexual assault, and having to navigate disparities in the health services they may receive. You are here to address those complicated issues in order to help build stronger, more resilient communities of students able to take care of themselves and address the world’s most pressing problems.

The City of College Park and the University of Maryland work together in partnership for our students and residents. We all succeed and fail together. You are all part of ensuring that our students in the Big Ten are poised for success.

Thank you for all of your hard work and best wishes for a successful conference.

Sincerely,

Patrick L. Wojahn
Mayor
College Park, Maryland

Home of the University of Maryland
February 21, 2018

Greetings,

It is my distinct honor and pleasure to welcome the Big Ten Counseling Centers Conference to Prince George’s County, Maryland. It is my sincere hope that wherever you may hail from, be it near or far, that your stay and our hospitality is a positive experience.

Prince George’s County, consisting of urban, suburban and rural areas, is a microcosm of our great state and reflective of our country. Therefore, we face societal challenges impacting our communities and strive to provide stellar social services, resources and take a collaborative approach to enhancing the quality of life for all our residents and citizens.

Without a doubt, the Big Ten Counseling Centers play a critical role in monitoring trends impacting college students and innovative ways to help them successfully navigate their emotions. It is imperative that we continue to make health care accessible and affordable to the most vulnerable in our communities. I applaud your collective ability despite limited resources to provide outreach while breaking down mental health stigmas, using contemporary education methods and collaboration to help record numbers of students seeking counseling services.

The theme of your conference, “Innovation: Seeking to Support, Heal, and Inspire,” is a testament of the impactful new ways that as practitioners you and your colleagues across the country on college campuses are empowering students to seek help, confront and overcome issues through healthy and mentally sound choices. I am confident that the students you serve who seek counseling can successfully mitigate the many stresses that young adults encounter during their college tenure.

You have my best wishes for a productive conference.

Sincerely,

Rushern L. Baker, III
County Executive

14741 Governor Oden Bowie Drive, Upper Marlboro, Maryland 20772
(301) 952-4131 TDD (301) 985-3894
Rev. Dr. Jamie Washington

Building Capacity for Greater Inclusion: The Role of Counseling and Wellness Centers for the Next Round
Thursday, February 22 | 9:15 a.m. | Salon AB

Rev. Dr. Jamie Washington is President & Founder of the Washington Consulting Group (WCG). In October 2015, WCG was named by The Economist as one of the top 10 global diversity consultants in the world. Dr. Washington has served as an educator, administrator, and consultant in higher education for over 33 years. He is President and Co-founder of the Social Justice Training Institute and Vice President and President-Elect of the American College Personnel Association (ACPA).

A recipient of many awards and honors, Dr. Washington was recently presented with the University of Maryland Baltimore County’s Legends of Excellence Award for his contributions to the lives and education of Black and LatinX faculty, staff, and students. He is a member of Omicron Delta Kappa, Golden Key, Alpha Phi Omega, and a lifetime member of Alpha Phi Alpha Fraternity, Inc. In addition, Dr. Washington serves as Pastor of Unity Fellowship Church of Baltimore.

Dr. Washington holds a Bachelor of Science in therapeutic recreation from Slippery Rock State College; dual master’s degrees in higher education administration and counseling, with a concentration in human sexuality from Indiana University, Bloomington; and a Ph.D. in college student development from the University of Maryland, College Park. In 2004, he completed a Master of Divinity degree from the Howard University School of Divinity.

Dr. Jennifer Golbeck

Footprints in the Digital Dust: What Social Media Reveals About Our Behavior and Our Minds
Friday, February 23 | 10:30 a.m. | Salon AB

Dr. Jennifer Golbeck is Director of the Social Intelligence Lab and an Associate Professor in the College of Information Studies at the University of Maryland, College Park. She is a world leader in social media research and science communication. She began studying social media from the moment it emerged on the World Wide Web. Highly regarded as a pioneer in the field of social data analytics, Dr. Golbeck’s research focuses on analyzing and computing with social media by predicting user attributes, and using the results to design and build systems that improve the way people interact with information online. In the field of computer science, she is considered a forerunner in creating human-friendly security and privacy systems. Her research has influenced operations in industry, the government, and the military.

A prolific researcher, sought-after speaker, and distinguished teacher, Dr. Golbeck is the author of five books, several book chapters, and numerous articles in refereed journals. An invited guest on numerous radio and television shows, she is a frequent guest host on NPR’s, The Kojo Nnamdi Show and hosts the podcast, Science Magazine.

Dr. Golbeck holds a Doctor of Philosophy degree in Computer Science from the University of Maryland; a Scientiae Magister and Scientiae Baccalaureus in Computer Science; and an Artium Baccalaureus in Economics from the University of Chicago.
Keynote Follow-up Discussion with Rev. Dr. Jamie Washington. (no CE’s offered)
Building Capacity for Greater Inclusion: The Role of Counseling and Wellness Centers for the Next Round
Location: Carroll Room
Abstract: Session is offered as an opportunity for continued discussion around the topics presented in the keynotes address.

A Care Team Model: Innovation in Crisis Specialization
Location: Salon C
Shonali Raney, Ph.D., Shivani Edwards, LISW-S, Alex Dokas, LPCC, and Jennifer Lang, LISW-S
The Ohio State University
Abstract: Presenters will describe the creation of a Care Team in response to the increase in demand for services. The team has provided support for those with the highest needs; care management services for students returning to campus after being hospitalized; more triage and crisis appointments; connecting with community providers; consultations; and clinician support. Presenters will share their experiences with the specialized positions and describe the impact on students and the agency.
Learning Objectives:
• Identify two ways that crisis and care management services can be utilized in a university counseling center practice setting.
• Describe what led to the development of the Care Team along with the various roles and functions.
• Discuss the benefits and challenges of having Care Teams in addressing increasing demands and greater client acuity.

Let’s Make Something Perfectly Queer: Innovative Models for Counseling Centers Working with Transgender Students
Location: Salon D
Barry Schreier, Ph.D. and Paula Keeton, Ph.D.
University of Iowa
Abstract: Trans* communities continue to reach out for mental health services and support. Knowledge, skills, and values pertaining to Trans* mental health continue to evolve. This workshop will focus on advances in philosophical and practical foundations for working with Trans* communities, including the APA “Guidelines for Psychological Practice with Transgender and Gender Nonconforming People.” The program tracks progression of models from required gatekeepers, to providers of recommended services, to minimal interface stemming from a true informed consent model.
Learning Objectives:
• Demonstrate increased knowledge concerning the cultural aspects of the Transgender communities.
• Demonstrate increased awareness of personally held values, beliefs, and attitudes concerning gendered people.
• Demonstrate enhanced knowledge concerning the clinical needs of Transgender clients.
• Demonstrate increased knowledge concerning the WPATH Standards of Care-7 and APA Guidelines.
No Wrong Door:
Increasing Treatment Access and Reducing Health Disparities through Integrated Behavioral Health
Location: Salon E
Ellen Marks, Ph.D. and Simone Collins, Ph.D.
University of Wisconsin-Madison
Abstract: This presentation will discuss how incorporating integrated behavioral health can address challenges faced by counseling centers on college campuses. Using the integrated behavioral health program at UW-Madison as an example, presenters will offer a framework for developing integrated care and provide evidence of its efficacy. Presenters also will discuss the challenges associated with developing such a program and how these challenges might be addressed.
Learning Objectives:
• Demonstrate an increased understanding of integrated care models of treatment.
• Describe a conceptual framework for integrating behavioral health and primary care on university campuses.
• Articulate the benefits of integrating mental health services and primary care in a university health setting.
• Identify challenges in integrating behavioral health into a university health setting as well as discuss ways to address these challenges.

Creating a Welcoming Environment for All:
Improving the Recruitment and Retention of Diverse Staff within a Counseling Center Setting
Location: Salon F
Jordan Barnard, Psy.D., Laura Briscoe, Ph.D., Caitlin Chun-Kennedy, Ph.D., and Ben Locke, Ph.D.
Penn State University
Abstract: In the spirit of the conference theme of innovation to meet student needs, this presentation will outline the steps taken by staff at Penn State Counseling and Psychological Services (CAPS) to create guidelines for improving our ability to recruit and retain diverse mental health professionals. This presentation will discuss the steps taken to accomplish this task (including benchmarking and consultation) and review the most salient themes present in the guidelines.
Learning Objectives:
• Describe procedures that Big Ten schools currently use in their recruitment of diverse staff.
• Identify and navigate potential challenges and systemic barriers related to diversifying counseling center staff.
• Discuss different strategies hypothesized to reach a greater population of diverse staff.
• Explain interview processes that may minimize bias and create a more inclusive environment.
Naan Stop Conversation: Developing an Indian American Identity Group

Location: Salon G
Nidaa Shaikh, Psy.D.
University of Michigan

Abstract: Racial/ethnic identity therapy groups are an innovative way to support Indian American (IA) students’ self-discovery racial/ethnic identity development. This presentation will explore how racial/ethnic identity development models specific to IA may be applied when developing a group for IA women. The presenters also will show how media with IA representation can be used to foster discussions around a variety of themes pertaining to growing up Indian in America.

Learning Objectives:
• Utilize a multicultural lens to increase awareness of the impact of American and Indian cultural forces on identity development.
• Discuss strategies to create a culturally-sensitive and inclusive racial/ethnic identity development group for Indian American female college students.
• Discuss ways to use media with Indian American representation to foster meaningful discussions around identity.
• Increase understanding of the racial/ethnic identity development models pertaining to Indian Americans in the literature.

Innovative Mobile Technologies for College Counseling Centers

Location: Salon C
Ryan Hansen, Ph.D., Rahul “Ryan” Patel, D.O., and Iony Schmidt, M.A.
The Ohio State University

Abstract: Tired of students pulling their phones out during therapy? Now you can put them to use! We will review the evidence basis for mobile applications, best practices when incorporating them into therapy, and the ethical and legal precautions regarding their use. This workshop will include interactive demonstrations of commonly used apps, with an emphasis on free tools that you can employ tomorrow. Make sure to bring your smartphone!

Learning Objectives:
• Describe ways in which mobile apps can be incorporated into college counseling center practices.
• Identify at least 3 apps that can be incorporated into current practices.
• Identify key legal and ethical considerations surrounding the use of mobile technologies in college counseling centers.
Pushing the Limits of Polite Conversation by Talking about Social Class: Supporting Poor and Working Class First Generation College Students

Location: Salon D
Aleska Hagan, Ph.D., Ken Volk, M.A., and Rachel Bitman-Heinrichs, Ph.D.
University of Wisconsin-Madison

Abstract: Poor students experience low purchasing power, reduced food quality, insufficient living conditions, and reduced access to health care. Furthermore, socialization and culture vary with social class adding barriers to social mobility for low income and first-generation students in environments that value the language and cultural capital of privileged classes. This presentation will explore common classist microaggressions and potential barriers to social mobility that may be found in university settings, and university counseling services.

Learning Objectives:
• Demonstrate an enhanced understanding of social class categories as cultures and involving much more than access to resources.
• Demonstrate an increased understanding of the ways that universities and university counseling services perpetuate classism and inhibit social mobility.
• Describe internalized classism, survivor’s guilt, and imposter syndrome.
• Articulate strategies for providing mental health services to low-income and first generation college students.

Our Ears Are to These Streets: The “Meso Practice Model”

Location: Salon E
Annamarie Wacha-Montes, Psy.D., Wilhelmina Vargas, LCSW, and Antonio Morales, LSW
Rutgers University

Abstract: The presenters will describe the use of the Meso practice, which fuses micro and macro elements to implement preventive measures that meet the unique needs of our students and staff in a collaborative approach. We will include an overview of the “Meso Practice Model,” share innovative wellness initiatives, and lead an experiential component focused on the intersection of wellness and self-identity.

Learning Objectives:
• Demonstrate an increased understanding of the theory and implementation of a “Meso Practice Model” in a university mental health/counseling center.
• Formulate steps to improve cross-campus collaboration surrounding access to mental wellness.
• Identify innovative and diverse practices that expand wellness resources based on the findings of student groups (e.g., men of color, LGBTQ).
• Describe alternative outreach efforts that focus on the intersection of wellness and self-identity.
Traversing Culture and Mental Health:
A Look at The University of Illinois’ Latinx Outreach and Prevention Team
Location: Salon F
Arellys Aguinaga, Ph.D., Alejandro Gomez, MSW, Zhenni Wang, M.A., and Louie Limas, M.A.
University of Illinois at Urbana-Champaign
Abstract: As the need for mental health services on college campuses grows, novel approaches targeting underserved and marginalized college student populations warrant attention. The Latinx Outreach and Prevention Team at The University of Illinois seeks to empower students to advocate for their mental health needs, combat stigma, and promote holistic wellness. Discussion topics will include partnership with La Casa Cultural Latina and other campus units, outreach programming development, and personal experiences on the team.
Learning Objectives:
• Articulate an understanding of Latinx culture to better incorporate culturally competent practices/concepts into clinical work and outreach efforts.
• Identify innovative strategies to collaborate and/or reinforce partnerships with university-level cultural programming units.
• Describe culturally sensitive outreach events developed by the Latinx Outreach and Prevention Team.

Innovative Outreach and Intervention Programs for International Students
Location: Salon G
Nupur Sahai, Ph.D., Jungeun Kim, Ph.D., and Tzu-An Hu, Ph.D.
University of Illinois at Urbana-Champaign
Yi-Jiun Lin, Ph.D., Jinhee Kang, Ph.D., and Yu-Wei Wang, Ph.D.
University of Maryland
Abstract: This workshop will focus on innovative prevention and intervention programs for international students on two Big Ten University campuses with a large international student population. Two of the presenters, who are co-chairs of the American Psychological Association Division 17 International Section, will discuss issues facing international students (e.g., xenophobia and acculturative stress) and relevant research evidence. Rationales for the program, ways to build campus partnerships, and promotion strategies will be discussed.
Learning Objectives:
• Discuss innovative prevention and intervention programs for international students.
• Summarize useful approaches to build campus partnership and promotion strategies for the programs.
• To enhance one’s international counseling competencies.
Let's Talk About Sex Baby: 
Addressing the Effects of Hook Up Culture in a Clinical Setting

Location: Salon C
Naomi Rawitz, LLMSW and Rachael Lynch, LLMSW
University of Michigan

Abstract: This session will use relational-cultural, feminist, and ecological theory to analyze college hookup culture and its impact on students' psychosocial, sexual, and mental health. The presenters will situate the evolving consequences of this culture within a multicultural and multidimensional sexual health framework. In addition, session participants will learn about innovative, sex-positive techniques that aim to increase clinician self-efficacy in addressing prevalent student sexual health concerns.

Learning Objectives:
• Explain the role of neoliberalism and gendered scripts in college hookup culture.
• Identify the effects of hookup culture on student psychosocial, sexual, and mental health.
• Discuss barriers to student sexual health and how college counseling centers can address these concerns.
• Demonstrate an increased sense of clinician self-efficacy in addressing student sexual health concerns through sex-positive techniques such as the PLISSIT model.

Being an Ally for DACA Students: Understanding the Past, Present, and Future

Location: Salon D
Kayi Hui, Ph.D., Kelsey Autin, MSW, and Andrew Shelton, M.S.
The Ohio State University

Abstract: In this presentation, the presenters will discuss the history and latest development of Deferred Action for Childhood Arrivals (DACA). In addition, we will present findings of a recent qualitative study on the career development of undocumented college-aged adults (Autin, 2017) to enhance participants’ understanding of the impact of DACA through first-person narratives. Finally, the presenters will introduce a conceptual model of ally-identity development (Edwards, 2006) to address the social injustice related to DACA.

Learning Objectives:
• Recite the history and latest developments of DACA.
• Describe the impact of DACA through empirical studies.
• Provide strategies through allyship building to address social injustice and systemic oppression of DACA/undocumented migrants.
Re-inventing Self-Care on Campus: A Three Part Self-Care Series Reaching Students in Need

Location: Salon E

The Ohio State University

Abstract: Academic distress and mental health concerns combine to make self-care a vital area for growth among today’s college students. These three self-care presentations were developed to engage first-year students in a discussion of self-care. These presentations target students using social media, African American identified students, and student advocates or activists. The series aims to educate and change students’ view of self-care, so that it is a priority and not a luxury.

Learning Objectives:
• Demonstrate an enhanced awareness of the importance of self-care, so students may prevent and manage stress symptoms.
• Demonstrate an increased self-awareness so students are able to identify when self-care is needed, and to provide strategies to reduce identified stress.
• Demonstrate strategies to incorporate intentional and regular self-care into students’ lives as priority.

Grief Therapy for College Students: A Developmental and Cultural Perspective

Location: Salon F

Jeeseon Park-Saltzman, Ph.D., Shonali Raney, Ph.D., and Samantha Christopher, M.A.
The Ohio State University

Abstract: With the increase in tragedies and violence on campuses, university counseling center staff are engaging in increasingly more crisis interventions and debriefings, which involve attending to students’ grief reactions. Based on the dual processing model of grief and meaning construction approach, this presentation will focus on unique challenges faced by grieving college students with an emphasis on their developmental needs and cultural backgrounds. Creative grief therapy interventions will be discussed.

Learning Objectives:
• Discuss various grief models.
• Describe challenges faced by college students in grief from a developmental perspective.
• Explain how gender socialization, religious backgrounds, and familial and cultural messages on death and grief affect college students’ grief process.
• Describe creative grief therapy interventions.
Adapting Psychological Assessment to the University Counseling Center: A Framework for Ethical and Collaborative Client-Centered Assessment

Location: Salon G
Maria Bruno, Ph.D. and Adam Hinshaw, Ph.D.
University of Iowa

Abstract: Although psychological assessment can provide clients with unique insights and therapeutic experiences, assessment has been underutilized in college counseling centers, perhaps because assessment is often used for diagnostic labeling rather than for therapeutic dialogue, intervention, process, or empowerment. To re-introduce psychological assessment as a therapeutic process, this workshop provides a college counseling center framework for psychological assessment that emphasizes collaboration, clients’ unique individual experiences, and social justice.

Learning Objectives:
• Describe ways that psychological assessment can help the clinical work and counseling center.
• Distinguish between collaborative assessment and diagnostic labeling.
• Discuss ways to ethically use assessment as an empathic and empowering intervention.
• Identify an effective, client-centered assessment report.

A Journey Towards Healing: Empowering Survivors of Sexual Assault and Interpersonal Violence through a Therapeutic Group and Collaboration with Campus Partners

Location: Salon C
Danielle Zohrob, Psy.D. and Kelly Bickel, LLMSW
University of Michigan

Abstract: At the University of Michigan, the number of students presenting to CAPS with unwanted sexual experiences has increased by 7% since 2014. This presentation will share innovative strategies that offer support and facilitate healing through a therapeutic group for survivors of sexual assault and interpersonal violence. We will discuss how we integrate interventions to promote collective healing and empower self-agency in a group that restores relationships and community by addressing shame, self-blame, and intimacy.

Learning Objectives:
• Utilize innovative, multitheoretical group interventions focused on multicultural awareness and unique campus dynamics to address sexual assault and interpersonal violence.
• Explain how to create collective healing spaces within a group structure that integrates a person’s trauma narrative into their journey towards healing.
• Employ a multicultural lens to frame the impact of current events on students and the university (e.g., Title IX changes).
• Describe mechanisms to maximize collaboration with campus partners to address the perpetuation of rape culture and to support survivors on a macrosystemic level.
Meeting Them Where They Are...Literally: Collaborating with Residence Life to Extend Innovative Mental Health Services in the Residence Halls

Location: Salon D

Michael Lute, Ph.D., The Ohio State University
Stephanie Leigh-Field Stama, Ph.D. and Jason Yoder, MSW, Pennsylvania State University
Patrick Galligan Ph.D., University of Iowa

Abstract: Embedded counselors in residence life at The Ohio State University, Penn State University, and The University of Iowa will present and discuss the unique ways that mental health services are being provided in the residence halls, including innovative programming, collaborating with and supporting residence life staff, reducing stigma, and addressing some challenges with providing services in these locations.

Learning Objectives:

• Identify and discuss unique strengths inherent in collaborating with Residence Life staff and services.
• Apply methods of building and maintaining relationships with Residence Life staff, including liaison relationships, collaborative programming, and supportive consultation.
• Develop unique programming and collaborative efforts between the counseling centers and Residence Life staff and collect data on service delivery.
• Demonstrate an increased awareness of the challenges associated with establishing and providing a variety of services within the residence halls.

Let’s Talk: A Three Pronged Approach to Multicultural Outreach, Consultation, and Counseling

Location: Salon E

Muhammad Saahir, M.S., Ed.S. and Holly Weber, M.S.
Indiana University

Abstract: IU CAPS’ Let’s Talk Program has a three-pronged approach focused on a) low-barrier informal consultation, b) formal counseling in convenient locations, and c) programs/workshops appealing to diverse students. At completion of the Let’s Talk presentation, participants will be able to a) identify campus partnership opportunities, b) promote holistic approaches to normalizing mental health services, and c) discuss ways to expand multicultural outreach, consultation, and counseling initiatives to meet the demands of traditionally underserved students.

Learning Objectives:

• Identify campus partnership opportunities specified for diverse student populations.
• Promote holistic approaches to normalizing mental health services for underrepresented student populations.
• Discuss ways to expand multicultural outreach, consultation, and counseling initiatives to meet the growing demands of traditionally underserved students.
What Did I Just Say Yes To? Trainees, Tapes, and Timely service

Location: Salon F
University of Minnesota - Twin Cities

Abstract: With the increased demand for services at university counseling centers and growing wait lists, student-clients face increasing pressure to agree to be recorded in order to have timely access to services. Do our clients understand the multiple and varied implications of working with trainees? This discussion-based workshop will highlight relevant research and pose ethical considerations as we focus on innovations related to informed consent and obtaining permission to record.

Learning Objectives:
• Describe relevant literature research related to informed consent and obtaining permission to record.
• Examine the merits and challenges of the current practices at their center related to informed consent and permission to record.
• Formulate ideas about what changes could be made to their current processes.

The Role of College Counseling Centers as Part of the Continuum of Care to Address the Opioid Overdose Epidemic: Intervention, Assessment, and Recovery from Substance Use Disorders

Location: Salon G
Lisa Laitman, MSEd, LCADC
Rutgers University

Abstract: The opioid overdose epidemic has placed a spotlight on issues ranging from the practices of pharmaceutical companies to questions about a nation in pain. The presenter will discuss the complex issues of the opioid epidemic, the campus risk associated with non-medical use of prescription drug and opioid use disorder, and the impact on diverse student populations. Discussion will also include screening and intervention with substance use disorders and co-occurring mental health problems.

Learning Objectives:
• Describe current campus risks associated with substance abuse trends; prescription drug and heroin abuse.
• Describe the role that counseling centers can play in efforts to address the opioid epidemic on campus.
• Give examples of how recovery supports relapse prevention and wellness for students in recovery.
• Explain the difficulties of discussing substance abuse in a college counseling setting.
Intake and Emergency Service Utilization Trends
Michael Gale, Ph.D., University of Hartford
Yi-Jiun Lin, Ph.D. and Jinhee Kang, Ph.D., University of Maryland

Invisible Identities in Psychotherapy:
Sexual Identity Disparities in Outcome
Joanna Drinane M.Ed., Kate Winderman, M.Ed., Tangela Roberts, M.S.,
Vanessa Freeman, M.S., and Yu-Wei Wang, Ph.D.
University of Maryland

When In Doubt, Trust the Process:
Promoting Group Therapy as Treatment of Choice
Stephanie Carrera, Ph.D., and Sean Serluco, Psy.D.
Northwestern University

Creating a Student Support Group for Family, Friends and
Loved Ones of Those with Substance Use Disorders
Matthew Waddell, MSW
University of Michigan

A Further Examination of Therapist Effects Due to Clients’
Intersecting Identities of Gender and Race
Martin Kivlighan, Ph.D., Isaac Hooley, B.A., Maria Bruno, Psy.D.,
Lanaya Ethington, Paula Keeton, Ph.D., and Barry Schreier, Ph.D.
University of Iowa

Outreach and Prevention at the University of Illinois at Urbana-Champaign:
Understanding the Doctoral Intern Experience
Louie Limas, M.S., Yu Li Cunningham, M.Ed., Joey Rea, M.A., and Joel Muller, M.A.
University of Illinois at Urbana-Champaign

Reaching Out so They Can Reach In:
Normalizing Mental Health within Collegiate Athletics
Brooke Leach, B.A. and Kelly Bickel, MSW
University of Michigan
DBT Program at Rutgers CAPS:
The Implementation of the Dialectics Over 4 Years
Benjamin Glueck, M.A., Amri Sabharwal, M.A.,
Annamarie Wacha-Montes, Psy.D., and W. Reese Mayer, Ph.D.
*Rutgers University*

Celebrating our Strengths:
Utilizing a Strengths-based Approach for Counseling Trainees
Julie Hazel, B.A., Manda Petry, B.A., and Tim Graham, M.A.
*The Ohio State University*

Once Upon a Time:
Storying to Become Multiculturally Competent Clinicians at Michigan State University
Caitlin Erdman, M.S., Jessica Garcia, M.A., Daniel Elchert, B.A.,
and Inna Fatkins, M.A.
*Michigan State University* 

Story Tellers:
Using a Narrative Approach to Help First Generation College Students Build Self Efficacy
Kipp Pietrantonio, Ph.D., Julie Hazel, B.A., Ashlee Wolfgang, Psy.D.,
and Michael Ebin, B.A.
*The Ohio State University*

Post-Masters Clinical Fellowships:
How UCCs Can Meet Increased Student Demand
Tanesha Walker, M.A., Kim Dubose, MSW, Jessica Banes, M.A.,
James Braga, MSW, Rosalind Gjessing, MSW, and Holly Davis, Ph.D.
*The Ohio State University*

A Curriculum-Based Psychological Flexibility Intervention for Procrastination in First-Year Undergraduate Students
Sejal Prajapati M.S.
*Rutgers University*
Donald Marks, Psy.D., Jennifer Block-Lerner, Ph.D.,
and Ashlyne Mullen, M.S., M.A.
*Kean University*

Making the Leap:
Transitioning from Predoctoral Intern to New Staff
Joshua Rutherford, Psy.D., Arellys Aguinaga, Ph.D., and Zhenni Wang, M.A.
*University of Illinois at Urbana-Champaign*

Inspiring Innovation Through Paraprofessional Outreach
Jeffrey Graham, M.A. and Emily Barnum, Ph.D.
*University of Illinois at Urbana-Champaign*
UMD HIGHLIGHTS

1856
Founded as Maryland Agricultural College by Charles B. Calvert, a planter and slaveholder, and Benjamin Hallowell, a Quaker abolitionist.

1988
Established as University of Maryland System flagship campus.

2014
Joined the Big Ten Conference.

Colors
Red, Gold, White, and Black

Mascot
"Testudo" (Terrapin)

Faculty
4,394

• No. 8 best value college—Kiplinger’s Personal Finance magazine
• No. 15 most innovative school—U.S. News & World Report
• No. 22 public research institution—U.S. News & World Report

Diversity Firsts
• 1891 UMD student Pyon Su is the first Korean student to receive a degree from any American college or university.
• 1916 Elizabeth Hook and Charlotte Vaux are the first women enrolled at UMD.
• 1951 Chun-Jun C. Chen is the first Chinese student admitted to UMD.
• 1951 Hiram Whittle and Elaine Johnson are the first African American students admitted to UMD.

Fall 2017 Enrollment
• 40,521 undergraduates and graduates
• 49% White, 12.5% Black/African American, 16.8% Asian, 0.1% Native Indigenous Americans, 9.6% Hispanic/Latinx, 4.2% Biracial/Multiracial, 5.1% International

Counseling Center Milestones
Counseling Service • Learning Assistance Service • Accessibility and Disability Service • Research Unit • Testing Office
• 1937 Counseling Center established; Roger Bellows was the first director
• 1958 University Student Census established by Tom Magoon, Ph.D.
• 1960 Tom Magoon appointed to serve as Counseling Center director
• 1962 National Counseling Center Directors Databank Survey created by Tom Magoon
• 1969 APA-accredited doctoral psychology internship established
• 1970 The HELP Center, a student operated peer support service established
• 1975 National Minority Professional Databank created by Vivian S. Boyd, Ph.D.
• 1988 Vivian S. Boyd becomes first African American Counseling Center director
The Thurgood Marshall Conference Room  
Shoemaker Building

Legend has it that on or about March 29, 1935, the celebrated attorney Thurgood Marshall, and Harry C. “Curly” Byrd, then assistant to the president of the University of Maryland, had a confrontation in the president’s office over the university’s refusal to admit Donald Gaines Murray to the law school simply because of his race. At that time, the university library and administration offices were in Shoemaker Building, and room 1106A was the president’s office. The discussion in that room was about the university’s denial letter, in which Murray was advised to attend Princess Anne Academy, which was a separate college for blacks. Undaunted, Marshall and lead attorney Charles Hamilton Houston filed suit in Baltimore City Court in June 1935. The ruling judge, Eugene O’Dunne, acknowledged Marshall’s central argument that, “since the State of Maryland had not provided a comparable law school for blacks, Murray should be allowed to attend the white university.” The ruling was appealed to the Maryland Court of Appeals, which affirmed the lower court’s ruling on January 15, 1936. Subsequently, Murray gained admission to the University of Maryland Law School, where he received his law degree with distinction in 1938. Shoemaker Building later became the home of the Counseling Center, and room 1106A is now the Counseling Center conference room.

Thurgood Marshall with Donald Gaines Murray and another attorney, probably Charles Houston, during court proceedings in Maryland, circa 1935. (Library of Congress, Prints & Photograph Division, Visual Materials from the NAACP Records.)

Garden of Reflection and Remembrance

The Garden of Reflection and Remembrance is located near the Counseling Center on the south side of the Memorial Chapel. Features include a granite labyrinth, two sustainable fountains, signature benches with journals to capture the thoughts and feelings of visitors, and a restored Vietnam Veterans memorial. The garden provides a path to explore and discover, destination points to guide one’s movement, and a sense of surround that separates you from your daily activities and allows quiet contemplation.

Frederick Douglass Square

Dedicated in 2015, this garden prominently honors one of Maryland’s greatest native sons, Frederick Douglass, on Hornbake Plaza at the University of Maryland. Born into slavery on the Eastern Shore of Maryland, Douglass taught himself how to read and write and taught others as well. He escaped from slavery and became a powerful orator, a counselor to presidents, and a leader in the fight to end slavery and achieve equal rights for all men and women. This garden area pays homage to his legacy with a bronze statue of Douglass mid-speech and his words etched in stone pavers and cut into a steel wall.

Jim Henson Statue and Memorial Garden

In 2003, the University of Maryland dedicated the statue of Jim Henson conversing with Kermit the Frog and the surrounding garden outside the Adele H. Stamp Student Union Center for Campus Life. Henson graduated from the University of Maryland in 1960 and became known the world over for his creation of the Muppets and his work in television with Sesame Street and The Muppet Show. His work included six Muppet movies and two fantasy pieces, The Dark Crystal and Labyrinth. The statue was created by sculptor Jay Hall Carpenter. The memorial garden was designed by landscape architect Philip Cho. The project was funded in part by gifts from the classes of 1994, 1998, and 1999.
Hart GP Jazz Trio
Originally from Towson, MD, Hart Guonjian-Pettit is quickly becoming one of the most sought after young trumpet players and educators in the D.C./Baltimore and Maryland area. With regular engagements throughout the entire DMV region, Hart maintains an active performance career balanced with a busy schedule teaching weekly private trumpet lessons. Hart can be heard performing live jazz regularly at the Elk Room in Baltimore—a brand new speakeasy establishment featuring some of the strongest jazz musicians in the Baltimore/D.C. area. In 2017, Hart was selected to perform as the trumpet soloist in the Mid Atlantic Collegiate Jazz Orchestra directed by Delfeayo Marsalis.

Faux Paz
Faux Paz is the University of Maryland’s oldest co-ed a cappella group. In 2015, they made it to the finals of the International Championship of Collegiate A Capella (ICCA), and in 2016 they placed third. During the 2016 ICCA season, Faux Paz also starred on Pop TV’s docu-series, “Sing It On” produced by John Legend. Last year, the group competed at a festival in Boston called BOSS and placed first. Faux Paz recently released their ninth studio album, which can be found on Spotify, iTunes, Tidal, and more!

DJ Mike
Mike Hall has been performing as a DJ/party planner/promoter/sound man since 1974. Based in Montgomery County, MD, he has traveled to perform from New York to Florida. Mike specializes in all types of music for all types of people and tailors every event to the people he is entertaining. Feel free to request a song you’d like to hear.
FLOOR PLAN

LOBBY LEVEL

POTOMAC PIZZA

OLD MARYLAND GRILL BY MIKE FRANKLIN

KAPNOS TAVERNA BY MIKE ISABELLA

BAGELS ‘N GRINDS

TERRAPIN BALLROOM

SALON III  SALON II  SALON I

DIAMONDBACK BOARDROOM

THE LOBBY BAR

ELEVATORS

THE LOBBY

ELEVATORS

CONFERENCE LEVEL on Next Page
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University Recreation & Wellness
The Counseling Center wishes to extend our appreciation to Dr. Linda Clement and the Office of the Vice President for Student Affairs for supporting the spirit of this conference.
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Muhammad Saahir
Holly Weber

Johns Hopkins University
Durriya Meer
Angela Termini
Matthew Torres

Loyola University Maryland
Claudette Williamson-Taylor

Maryland Institute College of Art
Pamela Altemos

Michigan State University
Gail Anderson
Daniel Elchert
Inna Fatkins
Jessica Garcia
Tawa Sina

Morgan State University
Nina Hopkins
Ralph Piper

Northwestern University
Stephanie Carrera
John Dunkle
Rebecca Lewis
Keaton Muzika
Meaghan Sina

Pennsylvania State University
Jordan Barnard
Laura Briscoe
Paul Carswell
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Clare Cowen
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Sangsun Kim
Benjamin Locke
Daveon McMullen
John Mitchell
Brett Scofield
Julie Scott
Camille Sluis
Katharine Staley
Stephanie Stama
Elana Szczesny
Elizabeth Toepfer
Nadiya Tucker
Jason Yoder

Purdue University
Katherine Bart
Kate Esterline
Pei-Chun Hou
Kyle Kittleson
Susan Prieto-Welch
Benjamin Reagan
Laura Wagner

Rutgers University
Lauren Carino
Richard Carlson
Sandra Dias
Benjamin Glueck
Nicky Issaason
Lisa Laitman
Beverly Mason
Reese Mayer
Antonio Morales
Sejal Prajapati
Jill Richards
Amri Sabharwal
Najmi Shaikh
Wilhelmina Vargas
Annmarie Wacha-Montes

St. Mary’s College of Maryland
Laurie Scherer

Stevenson University
Salvatrice Bonefas

The Ohio State University
Kelsey Autin
Jessica Banes
Samantha Christopher
Alexandra Dokas
Kim Dubose
Shivani Edwards
Carrie Fleider
Tim Graham
Ryan Hansen
Julie Hazel
Kaiy Hui-Spears
Shawn Levstek
Michael Lute
Gabriel Pagán-Llorens
Jeeseon Park-Saltzman
Ryan Patel
Amanda Petry
Shonali Raney
Iony Schmidt
Micky Sharma
Tanesha Walker

Towson University
G Wei Ng

U.S. Naval Academy
Jessica Mohler
John Ralph

Universities at Shady Grove
Jessica Branch
Carl Coleman
Jonathan Kandell

University of Illinois at Urbana-Champaign
Arellys Aguina
Emily Barnum
Theresa Benson
Yu Li Cunningham
Alejandro Gomez
Jungeun Kim
Christopher Lewis
Eleuterio Limas
Carla McCowan
Joel Muller
Joey Rea
Josh Rutherford
Nupur Sahai
Zhenni Wang
Deidre Weathersby

University of Iowa
Maria Bruno
Adam Hinshaw
Paula Keeton
Martin Kivilghan
Scott Liu
Sneha Pitre
Barry Schreier
Kyle Votroubek

University of Maryland
Allison Asarch
Maria Berbery
Kimberly Bethel
Rashanta Bledden
Vivian Boyd
Shirley Browner
Kimberly Campbell
Noah M. Collins
Tiana Cruz
Tessa DiPerri
Joanna Drinane
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Carlton Green
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Sharon Kirkland-Gordon
Yi-Jiun Lin
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Yu-Wei Wang
Simone Warrick-Bell
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University of Michigan
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Ryan Cardinale
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Rachel Crutchfield
Jim Dolan
Cassie Gorety James
Elizabeth Gonzalez
Vicki Hays
Luke Henke
Karen Henry
Ed Huebner
Sheryl Kelly
Michael Kristovic
Brooke Leach
Rachael Lynch

University of Minnesota-Twin Cities
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Kelly Jordan
Nicholas Olen-Junk
Jennifer Robinson
Jerry Shih

University of Wisconsin-Madison
Rachel Bitman-Heinrichs
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University of Wisconsin-Madison
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ENHANCING COUNSELING CENTER CARE THROUGH COLLABORATION AND PARTNERSHIPS

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Rutgers University–New Brunswick Campus

Conference Co-Chairs:
Beverly Mason, LCSW, MSW, Group Program Coordinator
Sandra Dias, Ph.D, Staff Psychologist

COUNSELING, ALCOHOL & OTHER DRUG ASSISTANCE PROGRAM AND PSYCHIATRIC SERVICES (CAPS)

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