



## PRECONFERENCE SESSION MENU

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### Morning Preconference Sessions | \$40.00/Session

**8:30 AM – 11:30 AM | 3 CE**

- ❖ [AM PC 1](#): An Identity Crisis in College Counseling: Looking in the Mirror at our Fundamental Assumptions (*An Elements of Excellence Program*) | Intermediate
- ❖ [AM PC 2](#): Advocacy and Improvement: Tools to Gather, Analyze, and Use Counseling Center Data to Advance Services and Initiatives | Intermediate
- ❖ [AM PC 3](#): Daring to Lead: Early-Career Director Strategies for Leading a Center Where Students Receive Great Care and Staff Want to Work | Intermediate
- ❖ [AM PC 4](#): Promoting Help-Seeking and Connectedness: Innovative Programming for Campus Suicide Prevention Efforts | Introductory
- ❖ [AM PC 5](#): Threat Assessment on University Campuses: Core Concepts, Risk Management and Ethical Consideration | Introductory

### Full Day Preconference Session | \$75.00/Session

**8:30 AM – 4:00 PM** (*Lunch on your own*)

- ❖ [FD PC 1](#): Surviving and Thriving as a New Director: An Introductory Leadership Institute (*An Elements of Excellence Program*) | Introductory

### Afternoon Preconference Sessions | \$40.00/Session

**1:00 PM – 4:00 PM**

- ❖ [PM PC 1](#): Beyond the Counseling Center: Using Research Findings to Improve College Students' Well-Being | Intermediate
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- ❖ [PM PC 4](#): Jack Corazzini Tribute: The Importance of Group Work for Meeting the Relational Needs of the 21<sup>st</sup> Century Student While Supporting the Increasing Demand for Counseling Center Services" (AUCCCD Board Sponsored Program) | Intermediate
- ❖ [PM PC 5](#): Single Session Therapy & Walk-In Services: Maximizing the Effect of Therapeutic Encounters | Intermediate
- ❖ [PM PC 6](#): The Necessity of Counseling Centers: Using the Healthy Minds Study to Make the Case | Intermediate

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## Morning Preconference - \$40.00

8:30 AM – 11:30 AM

Session ID: AM PC 1

### An Identity Crisis in College Counseling: Looking in the Mirror at our Fundamental Assumptions (An Elements of Excellence Program)

**CE Hours:** 3 Hour Half-Day Preconference (3 CE)

**Description:** Over the last decade, a dominant theme in AUCCCD, director discussions, and media inquiries is the worrisome direction of college counseling services. Yet, amidst the daily administrative and clinical crises and continual tweaks and changes that comprise 120% of a director's time, we rarely find dedicated time to question, reconsider, discuss, and debate the fundamental issues that are at the root of our problematic trends. Doing this together is critical, as new programs, modifications to current systems and processes, and adding new positions will not adequately address the steep growth curves of new clients, increases in hospitalizations and crises, and increasing expectations from our rightfully concerned campuses. In other words, if these strategies were going to work, they would have already.

To transform the work, we need to transform the conversation and discuss the undiscussable: What is our role in modern college mental health? What work are we failing to do that we should? What are we holding on to that may need to be let go of? What is our role in perpetuating failing service and funding models that also constrain our advancement? These questions, and other foundational questions in our field, will be considered. Different from other pre-conferences, you are unlikely to leave with concrete solutions. There will be more questions than answers. Yet, if we do not take time to consider these larger foundational issues in our profession, they will be considered for us.

#### Presenter(s):

**Chris Brownson**, Ph.D., Psychologist, The University of Texas at Austin (45,000+); **Anita Sahgal**, Psy.D., Psychologist, University of South Florida - St. Petersburg (2,501 – 5,000); **Charles C. Morse**, MA, LMHC, Worcester Polytechnic Institute (5,001 – 7,500); **Ernesto Escoto**, Ph.D., Psychologist, University of Florida (45,000+); **Aaron D. Krasnow**, Ph.D., Psychologist, Arizona State University (45,000+); Cory Wallack, Ph.D., Psychologist, Syracuse University (20,001 - 25,000)

**Instructional Level:** Intermediate

#### Learning Objectives:

- Identify the foundational assumptions that underlie the systems, services, and processes of the provision of college student mental health care.
- Analyze how these assumptions impact our ability to effectively meet campus and student needs.
- Develop strategies or next steps that might meaningfully challenge any foundational assumptions that provide unnecessary encumbrances to maximizing student well-being.
- Develop a "next-step" experience for directors in further discussion in self-organized peer-groups and/or on home campuses.

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## Morning Preconference - \$40.00

8:30 AM – 11:30 AM

Session ID: AM PC 2

### Advocacy and Improvement: Tools to Gather, Analyze, and Use Counseling Center Data to Advance Services and Initiatives

**CE Hours:** 3 Hour Half-Day Preconference (3 CE)

**Description:** This pre-conference will provide comprehensive and practical methods to advance student service and advocate for mental health counseling centers in higher education. Regardless of skill or comfort level with data, this session will provide participants with accessible tools, guidance, and language to become highly effective college mental health service advocates, beginning with data-driven decisions. The science of improvement is a disciplined, yet practical and simple, approach to address complex problems. The science of improvement emphasizes systems-thinking, learning-by-doing, and rapid-cycle testing in order to develop and adapt changes effectively across diverse settings. This session will show examples of improved counseling center outcomes from diverse initiatives and provide participants with opportunity to begin designing their own data-driven plan for improving service quality, outcomes and fortify their center advocacy plan.

#### Presenter(s):

**David Reetz**, Ph.D., Psychologist, Rochester Institute of Technology (15,001 - 20,000); **Lynn Braun**, M.A., P.C.C.-S, Counselor, Defiance College (Under 1,500); **Allison Smith**, M.P.A., Other, New York Univeristy (45,001+)

#### Topic(s):

- Counseling/Clinical Work
- Inclusive Excellence
- Leadership/Management

**Instructional Level:** Intermediate

#### Learning Objectives:

- Participants will gain ability to identify data that would be most meaningful to their institution and stakeholder priorities.
- Participants will gain practical tools to examine comprehensive mental health services and how to leverage findings to become effective advocates for all students.
- Participants will identify opportunities to use the science of improvement to make positive changes on their campuses.

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## Morning Preconference - \$40.00

8:30 AM – 11:30 AM

Session ID: AM PC 3

### Daring to Lead: Early-Career Director Strategies for Leading a Center Where Students Receive Great Care and Staff Want to Work

**CE Hours:** 3 Hour Half-Day Preconference (3 CE)

**Description:** Beginning four years ago the presenters have assessed and presented on the common issues of "Sophomore and Beyond" directors. Over the last two years, the longer pre-conference format has allowed us to facilitate a deeper-dive on some of the most salient issues and considerations for newer directors: Data Utilization (clinical decision-making, utilizing data to advocate, managing a budget), Policy, Staffing (team cohesion, managing difficulty dynamics) and Leadership (self-awareness, politics, developing and maintaining healthy campus and community relationships). The session will be highly interactive with participants having 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 (customize?) content, participants will have the opportunity to complete a needs assessment in the month prior to the conference. Participants are highly encouraged to have previously attended the New Directors Institute.

#### Presenter(s):

**James Raper**, Ph.D., Counselor, Wake Forest University (7,500 - 10,000); **Tracy Stenger**, Ph.D., Counselor, SUNY-Fredonia (2,501 - 5,000); **Josette Cline**, Ph.D., Psychologist, University of Arkansas (25,001 - 30,000)

#### Topic(s):

- Leadership/Management

**Instructional Level:** Intermediate

#### Learning Objectives:

- Identify strategies for managing common leadership challenges within counseling centers, with particular emphasis on the needs of early career directors.
- Increase self-awareness of what gets in the way of effective leadership and how to cultivate a culture of courage.
- Gain knowledge regarding the utilization of counseling center data to inform decision-making, service delivery, manage individual staff caseloads and to advocate for resources.

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## Morning Preconference - \$40.00

8:30 AM – 11:30 AM

Session ID: AM PC 4

### Promoting Help-Seeking and Connectedness: Innovative Programming for Campus Suicide Prevention Efforts

**CE Hours:** 3 Hour Half-Day Preconference (3 CE)

**Description:** An estimated 15% of students experience mental health conditions that put them at risk for suicide, and 10% of students report that they've seriously considered suicide. Those who need help the most are often least likely to seek available mental health services. This presentation will share best practices for comprehensive suicide prevention programming, and describe AFSP resources for colleges/universities to promote help-seeking and connectedness, proactively reaching students at-risk before crises emerge. AFSP's Interactive Screening Program (ISP) is an online tool utilized by campus counseling centers to offer students an anonymous questionnaire for stress and depression, and connect with a campus counselor to receive personalized recommendations and support. The presentation will feature counseling center directors from 3 institutions using the program to enhance their counseling center's screening and outreach efforts. Funding opportunities are available through AFSP. 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 and how students can seek help. The film can be used to educate college students, faculty and staff, and is disseminated for free by AFSP chapters.

#### Presenter(s):

**Laura Hoffman**, , Other, American Foundation for Suicide Prevention (NA/Emeritus); **Megan Cobb-Sheehan**, Ph.D., L.P., Psychologist, Edgewood College (1,501 - 2,500); **Matthew Torres**, Ph.D., Johns Hopkins University (5,001 - 7,500); **John Eggers**, Ph.D. LP, Psychologist, St. Cloud State University (10,001 - 15,000)

#### Topic(s):

- Outreach/Programming/Prevention

**Instructional Level:** Introductory

#### Learning Objectives:

- 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 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 at institutions of varying size and location.

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## Morning Preconference - \$40.00

8:30 AM – 11:30 AM

Session ID: AM PC 5

### Threat Assessment on University Campuses: Core Concepts, Risk Management and Ethical Considerations

*CE Hours: 3 Hour Half-Day Preconference (3 CE)*

**Description:** There have been significant increases in the number of students exhibiting disruptive and/or disturbing conduct on college campuses in recent years. Many campuses have responded by developing Behavioral Intervention (BIT) and Threat Assessment (TAT) teams to review incidents and develop a response plan. These teams face a number of significant challenges, including the need to determine whether an individual poses a threat to the campus community and to intervene when necessary to protect campus safety. And, Counseling Center Directors assigned to these teams face their own professional and ethical challenges, most notably the requirement to practice within the bounds of their competency despite having received minimal training in threat assessment during their careers. This presentation will provide a framework for conceptualizing some of the most problematic ways that students, faculty and staff engage with campus personnel, including aggressive grievancing, injustice collecting, in-charge-ness, aggrieved entitlement and obsessive pursuit. The presentation will also review core concepts in the threat assessment literature, including deep backstage, clandestine excitement, revenge fantasies, warning signals and leakage. There will be an annotated reference list of 19 key articles from the violence risk and threat assessment literatures so that participants can engage in independent study following the presentation.

#### Presenter(s):

**Greg Lambeth**, Ph.D., Psychologist, University of Idaho (10,001 - 15,000)

#### Topic(s):

- Ethics
- Leadership/Management
- Other: Threat Assessment

**Instructional Level:** Introductory

#### Learning Objectives:

- Identify core concepts in threat assessment and apply these to cases reviewed during presentation.
- Describe the steps threat assessments utilize when implementing a progressive engagement model.
- Develop a professional development plan that is based on core research literature in threat assessment.

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## Full Day Preconference - \$75.00

8:30 AM – 4:00 PM

Session ID: FD PC 1

### Surviving and Thriving as a New Director: An Introductory Leadership Institute (An Elements of Excellence Program)

*CE Hours: 6 Hour Full Day*

**Description:** 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 style and values as a leader, understanding the multiple roles of a director, a roundtable discussion of administrative issues (data/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. Additionally, it is our goal to foster an environment of connection and resourceful partnership between colleagues.

#### Presenter(s):

**Rose Signorello**, Ph.D., Psychologist, University of St. Thomas, Houston (2,501 - 5,000); **Jeff Ng**, Psy.D., Psychologist, Fordham University (15,001 - 20,000); **Ernesto Escoto**, Ph.D., Psychologist, University of Florida (45,001+); **Dianna Abel**, Ph.D., Psychologist, Weber State University (25,001 - 30,000); **Scott Strader**, Ph.D., Psychologist, University of South Florida (35,001 - 45,000)

**Instructional Level:** Introductory

#### Learning Objectives:

- Discuss different leadership styles to better recognize personal leadership values and preferences.
- 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.

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## Afternoon Preconference - \$40.00

1:00 PM – 4:00 PM

Session ID: PM PC 1

### Beyond the Counseling Center: Using Research Findings to Improve College Students' Well-Being

*CE Hours: 3 Hour Half-Day Preconference (3 CE)*

**Description:** Our workshop focuses on applying research to the vital task of extending counseling center expertise to the broader campus community. Our aim is to better prepare directors to enhance existing efforts and advocate for, develop, and monitor new programs that support student well-being beyond the counseling center. First, we review findings from a large-scale study (7,000+ undergraduates from 15 four-year institutions of higher education) from the National Research Consortium of Counseling Centers in Higher Education of the factors contributing to students' academic achievement and distress and suicidality (Brownson et al., manuscript in preparation). In this review, we identify the relative contributions of non-malleable characteristics and malleable well-being factors to demonstrate the importance of student well-being for both academic and psychological outcomes. Next, we discuss specific programs and intervention strategies counseling centers can use to engage with campus partners to address these well-being factors, and ways to modify strategies to accommodate varying levels of available campus resources. Finally, we facilitate an activity to personalize research findings and link them with individual institutional needs. Directors will have a chance to learn from one another to identify successful programs, recognize current gaps in programming, and brainstorm potential solutions.

#### Presenter(s):

**Brittany Boyer**, Ph.D., The University of Texas at Austin (45,001+); **Samuel Pitasky**, B.A., The University of Texas at Austin (45,001+); **Erin Morpeth**, M.S., Ed.S., NCC, Counselor, The University of Texas at Austin (45,001+); **Chris Brownson**, Ph.D., Psychologist, The University of Texas at Austin (45,001+); **Norian Caporale-Berkowitz**, BA, The University of Texas at Austin (45,001+); **Thea L. Woodruff**, Ph.D., The University of Texas at Austin (45,001+); **Katy E. Redd**, MPH, MSW, The University of Texas at Austin (45,001+)

#### Topic(s):

- Outreach/Programming/Prevention

**Instructional Level:** Intermediate

#### Learning Objectives:

- Use research findings to identify malleable well-being factors that promote academic success and reduce distress and suicidality among college students.
- Identify strategies counseling centers can use to engage faculty and campus partners in targeting these malleable factors, and tailor strategies according to resource availability.
- Personalize research findings and strategies to your campus by identifying existing efforts, conceptualizing new programs and services, and using evidence provided in session to advocate for resources to promote student well-being.

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## Afternoon Preconference - \$40.00

1:00 PM – 4:00 PM

Session ID: PM PC 2

### Case Studies in Assessing Risk for Violence in University Students

**CE Hours:** 3 Hour Half-Day Preconference (3 CE)

**Description:** This workshop illustrates a strategy for assessing student risk for violence by reviewing actual case studies of students presenting with minimal, unclear, and significant risk for violence at a university counseling center. The case studies range from students presenting at a counseling center for voluntary treatment to students undergoing a "mandated assessment" due to institutional concerns about their potential risk to others. The case studies illustrate some of the benefits and drawbacks of engaging in assessments of risk for violence. This interactive and intermediate workshop is meant for directors who already have some familiarity with the topic.

**Presenter:**

**Steve Sprinkle**, Ph.D., Psychologist (Emeritus)

**Topic(s):**

- Counseling/Clinical Work

**Instructional Level:** Intermediate

**Learning Objectives:**

- Analyze case studies as a means of learning to apply the steps involved in assessing risk for violence in university students.
- Analyze the drawbacks and benefits of engaging in assessments for risk of violence.

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## Afternoon Preconference - \$40.00

1:00 PM – 4:00 PM

Session ID: PM PC 3

### Cultivating Well-Being Using Mindfulness Meditation

**CE Hours:** 3 Hour Half-Day Preconference (3 CE)

**Description:** In our traditional workplace, we are challenged by meeting deadlines; expanding services; and managing crisis on different levels. Moreover, we always want to have work and life balance, but not feeling successful at it. This is because work and life balance is a myth. According to Ellen Langer (2015), the problem with balance suggests that work and life are opposite and have nothing in common. It assumes that we must always make trade-offs between work and personal/family life for example. A more realistic approach is to have better integration between work and your personal life. If you have a harmonious family life such as effective communication and good interpersonal relationship with your spouse and children; you will tend to have similar effective communication and good interpersonal relationship with your supervisor, colleagues, and supervisees at work. Such integration of work and life domain is to embrace the idea that they are not separate but equally important because they all involved people, matters, and issues that we have to deal on a daily basis. Furthermore, work and life integration promotes wellness in mind, body, and spirit. One skill area that everyone can learn to cultivate well-being is through mindfulness meditation.

**Presenter:**

**Tow Yau, Ph.D.,** Psychologist, St. John's University (15,001 - 20,000)

**Topic(s):**

- Self-Care for Directors

**Instructional Level:** Introductory

**Learning Objectives:**

- Participants will learn the working concept of mindfulness meditation.
- Participants will learn different types of mindfulness meditation exercises.
- Participants will learn how to apply mindfulness meditation exercises in their daily life for well-being.

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## Afternoon Preconference - \$40.00

1:00 PM – 4:00 PM

Session ID: PM PC 4

### Jack Corazzini Tribute: The Importance of Group Work for Meeting the Relational Needs of the 21<sup>st</sup> Century Student While Supporting the Increasing Demand for Counseling Center Services" (AUCCCD Board Sponsored Program)

**CE Hours:** 3 Hour Half-Day Preconference (3 CE)

**Description:** Dr. Jack Corazzini, former AUCCCD President, was a national leader and expert on interpersonal process groups. On this, the 20-year anniversary of his death, the AUCCCD Board has chosen to honor his legacy by offering a group therapy pre-conference led by some of the people who worked with and learned from Jack.

This pre-conference will allow participants to experience a close up and deep dive into group work including a review of research on group leadership from an attachment perspective and exploration of how to capitalize on ruptures in group to promote healing. Participants will also have the opportunity to observe or participate in a live group process that will reveal the nuances of group dynamics and group leadership. And, finally, participants will learn how to build a successful group therapy program and incorporate group into a Stepped Care Model in their Centers.

#### Presenter(s):

**Sandy Colbs, PhD.**, Psychologist, Illinois State University (20,001-30,000); **Wanda Collins, PhD.**, Psychologist, Emory University (15,001-20,000); **M. Kathryn Hamilton, PhD.**, Psychologist, Emeritus University of Washington, Seattle (>40,000); **Cheri Marmarosh, Ph.D.**, Psychologist, George Washington University (15,001-20,000)

**Topic(s):** Group Therapy

**Instructional Level:** Intermediate

#### Learning Objectives:

- Participants will learn about research on group leadership from an attachment lens with a focus on ruptures and repairs, and the leader's ability to empathize, contain, repair ruptures, and know when to direct and when to encourage the group to do the work.
- Participants will have the opportunity to observe or participate in a live group process that will reveal the nuances of group dynamics and group leadership.
- Participants will learn how to incorporate group into a Stepped Care Model and how to build a successful group therapy program.

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## Afternoon Preconference - \$40.00

1:00 PM – 4:00 PM

Session ID: PM PC 5

### Single Session Therapy & Walk-In Services: Maximizing the Effect of Therapeutic Encounters

*CE Hours: 3 Hour Half-Day Preconference (3 CE)*

**Description:** With increased demand for greater accessibility to mental health services at university and college counseling centers, utilization of a single session mindset and use of walk-in services offers an opportunity to address the demand while maintaining high quality care. In addition to meeting client needs, increasing efficiency and reducing barriers to treatment, walk-in therapy is also demonstrated to be highly rewarding to clinicians. This session will introduce single session work (also described as one-at-a-time therapy) and provide participants with the opportunity to explore how the approach can be implemented at their centers. The interactive workshop teaches the key tenants and principles of a single session approach, looks at the model in action, and explores ways to structure walk-in services at a university or college counseling center.

#### Presenter(s):

**Tracy Stenger**, Ph.D., Counselor, State University of New York at Fredonia (2,501 - 5,000)

#### Topic(s):

- Counseling/Clinical Work
- Leadership/Management

**Instructional Level:** Intermediate

#### Learning Objectives:

- Demonstrate understanding of the empirical basis for single-session therapy.
- Identify strategies for developing a single-session mindset and implementing a walk-in model.
- Gain knowledge regarding how the delivery system is respectful of client's choices, culture and belief systems.

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## Afternoon Preconference - \$40.00

1:00 PM – 4:00 PM

Session ID: PM PC 6

### The Necessity of Counseling Centers: Using the Healthy Minds Study to Make the Case

**CE Hours:** 3 Hour Half-Day Preconference (3 CE)

**Description:** Counseling centers across the United States and abroad have been dealing with unprecedented demand for mental health services and counseling center directors face increased pressure to build and maintain adequate services to care for students. University presidents, provosts, and vice presidents require current information and facts regarding student needs in order to support the counseling centers. Sponsored by the International Association of Counseling Services (IACS), this preconference will document the rising tide of mental health concerns, the increased rates of utilization, and the need for clinical and population interventions to support counseling centers in their mission. Dr. Daniel Eisenberg is the Principal Investigator of the Healthy Minds Study (HMS). Since 2005, HMS has surveyed over 150,000 students at 200 campuses; findings document the self-reported increases in anxiety, depression, and suicidality among college students. Student utilization of mental health services occurs at higher rates before matriculation and after enrollment. This preconference will look at variability among students subgroups including by gender, race/ethnicity, and sexual orientation. Risk and protective factors for student success and flourishing will be discussed. Availability and utilization of counseling has a positive effect on academic success and retention; the economic case for counseling will be presented.

#### Presenter(s):

**Christopher Flynn**, Ph.D., Psychologist, Virginia Tech (30,001 - 35,000); **Daniel Eisenberg**, Ph.D., Other, University of Michigan (45,001+)

#### Topic(s):

- Counseling/Clinical Work
- Leadership/Management

**Instructional Level:** Intermediate

#### Learning Objectives:

- Attendees will be able to describe and explain the increase in mental health concerns among college students.
- Attendees will be able to apply increases in utilization rates to justify counseling center needs.
- Attendees will know how to present the economic case for counseling centers to university administrators.

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