



2019 BIG10 COUNSELING CENTERS CONFERENCE

February 20, 2019 – February 22, 2019

Table of Contents

CLICK THE TITLE TO NAVIGATE TO PAGE

WELCOME LETTERS	1
CONFERENCE COMMITTEE	3
RUTGERS HIGHLIGHTS	4
CONFERENCE SCHEDULE	5
POSTER PRESENTATION DESCRIPTIONS	8
WORKSHOP SESSION DESCRIPTIONS AND LOCATIONS	
WORKSHOP SESSION #1	17
WORKSHOP SESSION #2	24
WORKSHOP SESSION #3	30
WELCOME ADDRESS SPEAKER	36
KEYNOTE HIGHLIGHTS	37
BODY FLOW YOGA CLASS DESCRIPTION	39
ENTERTAINMENT	40
HOTEL MAPS	41



CLICK THIS ICON TO RETURN TO THE TABLE OF CONTENTS

Welcome Letters



Dear Big10 Colleagues,

Welcome to Rutgers, The State University of New Jersey! We are thrilled to host this year's Counseling Center Conference.

This year's theme of collaboration is an important one, as it's central to the success of our work as Student Affairs professionals. When we fully embrace the interconnectedness of our efforts through coordination and collaboration, we aid in fostering students success, retention, and degree attainment.

At Rutgers-New Brunswick, this has been realized through partnerships between Student Affairs and our university partners. Examples specific to mental health include collaboration with staff from CAPS with Cultural Centers and academic departments to embed counselors in their spaces. A holistic approach to student advocacy and care provided by our Deans of Students – working with students struggling academically to pull back the surface level of the problem. And last but certainly not least, trainings provided by our mental health professionals to staff, faculty, and students across the campus to identify warning signs associated with suicide and education on resources available.

Like us, many of you are transforming the way counseling centers operate to improve our ability to meet students where they are and meet the challenges of providing service to an ever-increasing population. I'd like to thank each of you for your participation in this year's conference and bringing your expertise to the banks in the spirit of collaboration.

Sincerely,

Salvador Mena, PhD
Vice Chancellor of Student Affairs

Welcome Letters



Dear Big 10 Colleagues,

From all of us at Rutgers University - New Brunswick Student Affairs and Counseling, ADAP and Psychiatric Services (CAPS), a warm New Jersey welcome to the Big10 Counseling Centers Conference! We are humbled by the honor and privilege of hosting this conference and having you as our guests. Thank you for making the time for this very important gathering and for traveling to be with us. This year's theme is collaboration. With a particular emphasis on collaboration in helping students with substance use and co-occurring disorders, our goal is to highlight and explore in depth the critical importance and the many nuances of how we come together in supporting our students. Interdisciplinary approaches in clinical care, partnerships with resources beyond the counseling center, and many other combined efforts contribute to the very best care of which we are capable.

The work we do grows in importance each year as the number of students seeking our services increases. Beyond the numbers, the complexity and severity of the needs and challenges each new class brings continue to expand. As a group, we are up to this challenge but it will require us to rely on and learn from each other. This annual conference is rich with opportunity for exchanging ideas and building enhancing fruitful alliances.

We hope you'll make time to discover some of the many treasures our campus holds. Established in 1766, Rutgers is one of the oldest and most diverse institutions of higher education in the nation. You could come across students from all 50 states and over 125 countries! Our schools, Cultural Centers and facilities offer a vast array of cultural, artistic, and social experiences.

We would like to thank the New Jersey Division of Mental Health and Addiction Services for providing funding support to make this event possible.

Again, thank you for being an important part of what we know will be a valuable learning opportunity and memorable experience.

Sincerely,

Steven J. Sohnle, PsyD, ABPP, Acting Director
And the staff at Rutgers-New Brunswick CAPS



COMMITTEE CO-CHAIRS



Steven J. Sohnle,
PsyD, ABPP,
Acting Director



Sandra Dias,
PhD, Staff Psychologist



Beverly Mason,
LCSW, Assistant Director,
CAPS Next Step Program

COMMITTEE MEMBERS

HOSPITALITY COMMITTEE

- Victoria Herman, BA
- Barbara Kachur-Karavites, LCSW, LCADC
- Julissa Perez, LCSW
- Tam Rovitto, LCSW
- Matthew Witter, PsyD
- Tricia Wooden-Weaver, EdD
- Audra Yacka, PsyD

KEYNOTE COMMITTEE

- Nicky Isaacson, PhD, LCSW
- Lisa Laitman, MEd, LCADC

ENTERTAINMENT COMMITTEE

- Fanteema Barnes-Watson, LCSW
- Richard Carlson, LCSW
- Brian Kaye, LCADC
- Michael Pino, LCSW
- Wilhelmina Vargas, LCSW
- Yushi Wang, LSW

PROGRAM COMMITTEE

- Leah DiNardo, PsyD

SUPER HEROES

- Linda Lara
- Christine Lopiccolo
- Nancy Mount
- Linda Petruzzi
- Selena Rodriguez



RUTGERS UNIVERSITY - NEW BRUNSWICK

- Founded 1766
 - Eighth oldest institution of higher learning in the nation
 - More than 50,000 students, from all 50 states and 125 countries
 - Birthplace of College Football
 - Member of the Big10 Conference since 2014
-

STUDENT AFFAIRS

- Named one of the most promising places to work in *Student Affairs in Diverse: Issues in Higher Education*
 - Employs more than 2,300 students and 1,400 professional staff
 - More than 16,000 resident students, housed in 136 residence hall buildings
 - 4 full-service recreation centers and one free-standing fitness center servicing 5,000 students a day
 - Millions of meals served annually
 - 11,200 students seen by the Student Health Centers in the 2017/18 academic year
-

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

- 4,300 students seen by CAPS in the 2017/18 academic year
- Recovery House: First university in the nation to provide on-campus housing for students in recovery (with a newly remodeled 40-bed facility)
- Next Step Program: First of its kind to offer an on-campus concentrated care program
- Community-Based Counseling: 6 counselors embedded in 13 non-clinical locations



12:00PM – 5:00PM

REGISTRATION

Hotel Lobby, 1st Floor

3:00PM – 4:30PM

ROLES BREAK-OUT DISCUSSIONS

Expanded this year to include break-out sessions for ALL of the following roles: directors, clinical directors, training directors, outreach directors, interns, social workers, embedded counselors, group program coordinators, psychologists, psychiatrists, and alcohol and drug counselors. Come and spend time sharing ideas and support with colleagues who share similar roles.

Locations for the discussions:

- **Directors**, Scott Room, 2nd Floor
 - **Clinical Directors**, Kilmer Room, 2nd Floor
 - **Training Directors**, Bishop Room, 2nd Floor
 - **Outreach Directors**, Janeway Room, 2nd Floor
 - **Trainees**, Johnson Room, 2nd Floor
 - **Social Workers**, Waksman Room, 2nd Floor
 - **Psychologists**, Meyer Room, 2nd Floor
 - **Alcohol and Drug Counselors**, Dickson Room, 2nd Floor
 - **Psychiatrists**, Livingston Ballroom, 1st Floor, Side
 - **Embedded Counselors**, Livingston Ballroom, 1st Floor, Side
 - **Group Program Coordinators**, Livingston Ballroom, 1st Floor, Side
-

5:00PM – 7:00PM

WELCOME RECEPTION

Livingston Ballroom, 1st Floor

7:00PM

DINNER

On your own. Visit www.newbrunswick.com for area restaurants.



7:00AM – 8:00AM

BODY FLOW YOGA

Bishop Room, 2nd Floor

Description and instructor bio on page 39.

7:30AM – 9:00AM

BREAKFAST

Hallway Outside Livingston Ballroom, 1st Floor

8:00AM – 9:00AM

POSTER PRESENTATIONS

Livingston Ballroom, 1st Floor

Poster descriptions on pages 8 – 16. Posters will be displayed until 4:00PM.

9:00AM – 9:15AM

WELCOME

Livingston Ballroom, 1st Floor

Welcome given by Dr. Salvador Mena, Vice Chancellor for Student Affairs.

Bio for Dr. Mena on page 36.

9:15AM – 10:15AM

KEYNOTE

Livingston Ballroom, 1st Floor

Bio for Dr. Jason R. Kilmer on page 37.

10:30AM – 11:45AM

WORKSHOP SESSION #1

Program descriptions and locations on pages 17 – 23.

12:00PM – 1:00PM

LUNCH

Christopher's Restaurant, 1st Floor

Buffet provided by hotel. www.theheldrich.com/newbrunswick_dining.

1:00PM – 2:15PM

WORKSHOP SESSION #2

Program descriptions and locations on pages 24 – 29.

2:30PM – 3:45PM

WORKSHOP SESSION #3

Program descriptions and locations on pages 30 – 35.

3:45PM – 5:00PM

BUS TOUR OF RUTGERS AND CAPS

Hotel Lobby, 1st Floor

Meet in the hotel lobby immediately following Workshop Session #3.

5:00PM – 6:00PM

FREE TIME

6:00PM – 7:00PM

COCKTAIL HOUR

Outside of Livingston Ballroom, 1st Floor

7:00PM – 10:00PM

BANQUET

Livingston Ballroom, 1st Floor

10:00PM

DANCE PARTY

Livingston Ballroom, 1st Floor



7:00AM – 8:00AM

BODY FLOW YOGA

Bishop Room, 2nd Floor

Description and instructor bio on page 39.

7:00AM – 9:00AM

BREAKFAST

Hallway Outside of Livingston Ballroom, 1st Floor

9:00AM – 10:15AM

SPECIAL TOPICS BREAK-OUT DISCUSSIONS

Livingston Ballroom, 1st Floor

Topics include: eating disorders, embedded counseling, LGBTQ issues, diversity and inclusion, alcohol and other drugs, students on the autism spectrum, suicide prevention, and self-care.

BIG10 SUICIDE RESEARCH MEETING

Johnson Room, 2nd Floor

10:30AM – 11:30AM

KEYNOTE

Livingston Ballroom, 1st Floor

Bio for Keith Murphy on page 38.

11:30AM – 12:00PM

CLOSING/HAND OFF TO NORTHWESTERN

Livingston Ballroom, 1st Floor

Poster Presentations Descriptions



Thursday, February 21

8:00AM – 9:00AM

Posters will be displayed until 4:00PM.

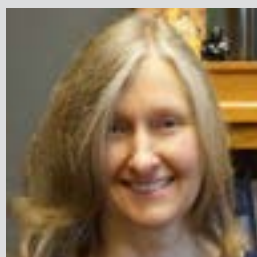
Livingston Ballroom, 1st Floor

CAMPUS COLLABORATIONS IN THE CONTEXT OF VARYING PROFESSIONAL IDENTITIES

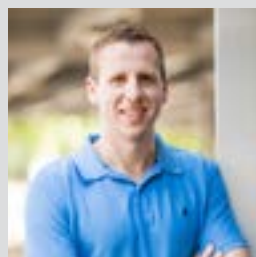
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN



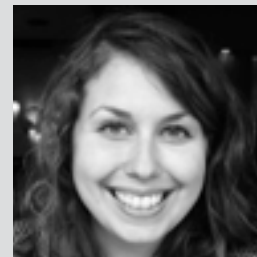
Pia Nathani, MS



Theresa Benson, PhD



Matthew King, MS



Rebecca Schlesinger, MA

Amber Mosley, MA

As students, faculty, and staff move toward and through professional identity they are socialized into the lens, language, and values of that field. Thus, campuses become composed of people with professional identities grounded by different ways of being, listening, and understanding which may yield varying motivations, methods, and outcomes. As a result, these contrasting perspectives often breed both difficulties and triumphs as they attempt to collaborate across units in the interest of students and stakeholders.

FROM ONE HUMAN TO ANOTHER

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Joel Muller, PhD

Intergroup dialogue (IGD) is a form of pedagogy that brings together people from different social identity groups with a history of conflict between them in order to build relationships across groups, develop a critical awareness of social issues, and work towards social justice. This poster explores the experiences of six students in an IGD course focused on nationality, using a phenomenological approach.

Poster Presentations Descriptions



Thursday, February 21

8:00AM – 9:00AM

Posters will be displayed until 4:00PM.

Livingston Ballroom, 1st Floor

TRAINEE'S TAKE: TRANSITIONING FROM A THEORETICAL TEXTBOOK TO A BRIEF MODEL OF THERAPY **THE OHIO STATE UNIVERSITY**



**Thomas Evan
Boggs, BS**



Bushra Ismail, BS

Developmentally, the transition from theoretical coursework to clinical practice in internship is rife with challenges for counselor trainees. The length of treatment, diversity of clientele, array of presenting concerns, and crisis intervention opportunities may not have been the focus of the intern's education. This poster will first explore the discrepancies in program preparation and needs of counseling centers and then present multiple short-term models that counselor trainees can use when transitioning from a theories textbook to clinical sessions.

UNDERSTANDING MOTIVATIONAL INTERVIEWING **RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY**



Thomas DiBlasi, MA

Motivational interviewing (MI) is a collaborative intervention that focuses on helping the client resolve ambivalence in the direction of change (Miller & Rollnick, 2013). MI requires the therapist and client to work together to accomplish a common goal. However, how MI works is unclear. Some believe it is through the relational hypothesis (Morgenstern et al., 2013), others the technical hypothesis (Moyers et al., 2007), and still others believe it is through both hypotheses (Miller & Rollnick, 2013). This poster provides a review of the mechanisms of change in MI.

Poster Presentations Descriptions



Thursday, February 21

8:00AM – 9:00AM

Posters will be displayed until 4:00PM.

Livingston Ballroom, 1st Floor

THE ROLE OF CLIENT- THERAPIST RACIALLY/ETHNICALLY MATCH IN SHORT-TERM THERAPY TREATMENT OUTCOMES

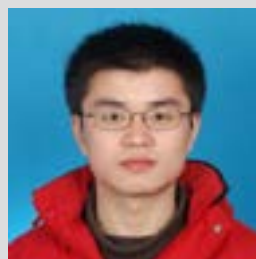
UNIVERSITY OF MARYLAND, COLLEGE PARK



**Charles Joseph (CJ)
Polihronakis**, MA, EdM



Caleb Chadwick, MEd



Xu Li, MEd



Jamie Welch, MEd, MA



Yu-Wei Wang, PhD

Research suggests that the client-therapist therapeutic alliance is a critical factor for treatment outcomes in clinical settings (Wampold, 2010). While some researchers found that racial/ethnic matching, or placing a psychotherapy client with a provider of a similar racially/ethnically background, helped improve therapeutic alliance, others did not find such effect (Cabral & Smith, 2011). The present study aims to examine the association between client-therapist racial/ethnic match and treatment outcomes using our Counseling Center's archival data.

Poster Presentations Descriptions



Thursday, February 21

8:00AM – 9:00AM

Posters will be displayed until 4:00PM.

Livingston Ballroom, 1st Floor

COLLABORATIVE DEVELOPMENT AND IMPLEMENTATION OF A STUDENT SATISFACTION SURVEY AT MSU'S CAPS **MICHIGAN STATE UNIVERSITY**



Maria Christoff, MA



Martez Burke, MA



Elizabeth Luger, MA



Arias Anel, MA

The proposed project describes the process towards development, implementation of, and findings from, a student satisfaction survey at a Big10 counseling site. Intra-CAPS, inter-campus, and cross-campus collaborations will inform project development. The project is undertaken both to improve service outcomes and to utilize student feedback to inform potential future changes to clinical services that are both student-driven and best practices in collegiate mental health.

THE ROLE OF OBESITY IN MENTAL HEALTH - PREVENTION AND INTERVENTION STRATEGIES **THE OHIO STATE UNIVERSITY**



Matthew Lowe, DO

Obesity is quickly becoming a major health concern across our country and the world. With rising rates of obesity comes increasing rates of disability and coexisting increases in depression, anxiety, and sleep disorders. This poster looks at prevention and intervention strategies to help decrease the burden of obesity and the impact on mental health.

Poster Presentations Descriptions



Thursday, February 21

8:00AM – 9:00AM

Posters will be displayed until 4:00PM.

Livingston Ballroom, 1st Floor

EXPERIENCES OF BILINGUAL/MULTILINGUAL THERAPISTS AND TRAINEES AT BIG10 UNIVERSITY COUNSELING CENTERS **THE OHIO STATE UNIVERSITY**



Lei Wang, MEd, MSED



Daniel McKelvey, MA

As ESL student populations grow, there is an increased demand for bilingual/multilingual therapists in university counseling centers. However, little is known about their unique experiences and challenges in providing services. This qualitative study will examine how bilingual/multilingual therapists working in Big10 university counseling centers view their work in this context. Survey data will be analyzed for themes that can guide future research and inform organizations of how to better support their bilingual/multilingual therapists.

PRESCRIBING MEDICAL MARIJUANA TO COLLEGE STUDENTS - CHALLENGES AND CONTROVERSIES **THE OHIO STATE UNIVERSITY**



Matthew Lowe, DO

In Ohio, medical marijuana prescribing began in late 2018. This new law has created controversy among the medical community. This poster presentation will look specifically at the college student population and how they are specifically impacted by medical marijuana prescribing laws. Specific challenges surround prescribing medical marijuana to college students. We will explore these challenges and the controversies regarding exposing young adults to marijuana and providing them access to it.

Poster Presentations Descriptions



Thursday, February 21

8:00AM – 9:00AM

Posters will be displayed until 4:00PM.

Livingston Ballroom, 1st Floor

LAST AND GAIN IN TRANSLATION

UNIVERSITY OF WISCONSIN



**Rachel Bitman
Heinrichs, PhD**



Felix Savino, PhD

Wei-Chiao Hsu, PhD

In 2018 Mental Health Services (MHS) at UW-Madison began offering bilingual counseling services in three different languages (Mandarin, Spanish, English). This poster presentation aims to demonstrate what bilingual services look like in our agency, specifically how and why they are provided, explore the many benefits of providing bilingual services as well as identify data that supports their effectiveness, examine challenges both for the agency and providers, and identify next steps and recommendations.

DEALING WITH DIFFICULT COLLEGE SITUATIONS:

A DBT-INFORMED APPROACH

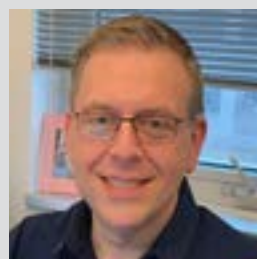
THE OHIO STATE UNIVERSITY



Jessica Banes, MA, LPC



Lei Wang, MEd, MSED



Matthew Lowe, DO

College students face many challenges and are often under much stress. Dealing with that stress is often difficult. When stressed to the max, everything can seem like a crisis situation. This poster will review the most common college student crises and discuss specific DBT strategies that could be used to help students with each situation.

Poster Presentations Descriptions



Thursday, February 21

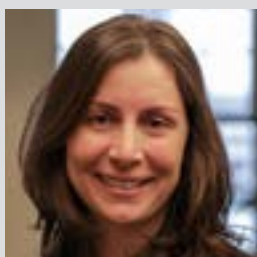
8:00AM – 9:00AM

Posters will be displayed until 4:00PM.

Livingston Ballroom, 1st Floor

SUPPORTING UNDERSERVED POPULATIONS: A CLOSER LOOK AT THE INTERSECTION OF “LET’S TALK” SERVICES AND COMMUNITY-BASED COUNSELING

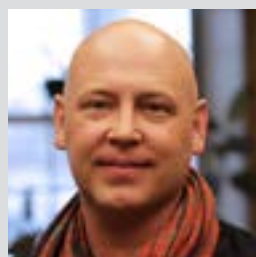
RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY



**Annmarie
Wacha-Montes,** PsyD



**Fanteema
Barnes-Watson,** LCSW



Richard Carlson,
LCSW



**Wilhelmina
Vargas,** LCSW



Yushi Wang, LSW

Victoria Herman, BA
Antonio Morales, LSW
Jessica Trusiani, LCSW

Despite the limited research on providing mental health support to underserved populations on college campuses, some have found that students of color are more likely to utilize “Let’s Talk” consultation services outside the counseling center rather than traditional clinical services offered at the counseling center. The poster will display the data at Rutgers University, related to “Let’s Talk” and embedded Community-Based Counseling in Cultural Centers and academic departments. The data have shown slightly more students of color seek “Let’s Talk” and more traditional clinical services with embedded Community-Based Counselors than clinical services within the center last year. Additional survey data from “Let’s Talk” will be shared related to reasons for seeking “Let’s Talk” other than counseling, geography location, as well as, demographics and effectiveness on comfort, understanding of their presenting issue and ability to cope with the presenting issue pre and post “Let’s Talk”. The intersection of innovative programming and clinical services offered by the Community-Based Counselors and “Let’s Talk” will be addressed.

Poster Presentations Descriptions



Thursday, February 21

8:00AM – 9:00AM

Posters will be displayed until 4:00PM.

Livingston Ballroom, 1st Floor

SOCIAL MEDIA, STRESS, AND STUDENT WELL-BEING: IMPLICATIONS FOR PREVENTION, INTERVENTION, AND BRANDING **UNIVERSITY OF MARYLAND, COLLEGE PARK**



Yu-Wei Wang, PhD



Allison Asarch

PsyD, Staff Psychologist,
Coordinator of Consultation and
Outreach Services

The poster presents the findings of a survey that was distributed to incoming undergraduate students in the summer of 2017 and 2018 (more than 6,000 students completed the survey). Students' self-reported stress and benefits from social media use are highlighted. The poster will also show how different profiles of social media use may be associated with students' well-being and discuss how counseling centers can use social media to collaborate with other departments for campus outreach programming.

FOSTERING CROSS-CULTURAL COMMUNICATION AND INCLUSIVITY THROUGH DIALOGUE-BASED INTERVENTIONS AND MULTIDISCIPLINARY COLLABORATION

THE OHIO STATE UNIVERSITY



Nancy Truong, MA



Kristen Oleksak, MA



Brian Fitts, MA



Kayi Hui-Spears, PhD

Increasing intergroup interactions are associated with positive college student outcomes such as increased psychological well-being, sense of belonging, and leadership skills. This poster shows how collaborating with multicultural campus partners and the student body can enhance intergroup connections. Presenters will provide a template on how to collaborate using dialogue-based interventions, discuss the results of these interventions at their university, and facilitate a discussion on strategies that have been useful at other universities.

Poster Presentations Descriptions



Thursday, February 21

8:00AM – 9:00AM

Posters will be displayed until 4:00PM.

Livingston Ballroom, 1st Floor

ELECTRONIC GAMING AND MENTAL HEALTH: AN OVERVIEW OF A WIDESPREAD PHENOMENON, MENTAL HEALTH RISKS, AND BEST PRACTICE RECOMMENDATION FOR CLINICIANS WORKING WITH COLLEGE STUDENTS

THE OHIO STATE UNIVERSITY



R. Ryan Patel, DO, FAPA



Ryan Hansen, PhD



Nancy Truong, MA

Problematic gaming behaviors and unhealthy gaming if often underreported and is quite common and rising among college students. This is associated with depression, anxiety, insomnia, and other impairments. This poster will provide a brief introduction into the culture that has developed among gamers and games popular among college students, clinical clues of excessive electronic game use, healthy gaming habits, the newly created “Gaming Disorder” in ICD 11, and provide recommendations for treating students for excessive gaming in college counseling centers.

ONE SIZE DOES NOT FIT ALL

UNIVERSITY OF MICHIGAN AND THE OHIO STATE UNIVERSITY



Ed Huebner, LMSW



Kristen Oleksak, MA



Mark Sampson, PhD

Male college aged students are among the highest risk groups that die by suicide. The intersection of body image, masculinity and self-esteem can influence mental health among male-identified students. This poster will discuss the role of university counseling centers in collaborating with campus partners (i.e. GBT advocacy, Athletics, and Interfraternity Council) to address unique men’s mental health needs around body image. It will also present the diversity of needs among men and risk factors associated with mental and physical health disturbances, identify and troubleshoot obstacles when collaborating with campus partners, and provide basic knowledge on prevalence and unfamiliarity of body image concerns among college aged men and review implications (mental and physical health) of these concerns.

Workshop Session #1 Descriptions



Thursday, February 21

10:30AM – 11:45AM

A RELATIONAL APPROACH: ACROSS CAMPUS COLLAB TO PREVENT AND PUT OUT FIRES

Janeway Room, 2nd Floor

UNIVERSITY OF MARYLAND, COLLEGE PARK



Chadni Shah

PhD, Staff Psychologist,
Practicum Coordinator



Allison Asarch

PsyD, Staff Psychologist,
Coordinator of Consultation and
Outreach Services

Maria Berbery

PhD, Staff Psychologist,
Externship Coordinator

ABSTRACT:

We present a relational framework to increase prevention and put out the fires (e.g., crisis, increased demands) as a team. We will showcase a model of this approach including formal and informal relationships. We will share two case examples demonstrating this approach in prevention (e.g., trainings) and crisis intervention. Finally, the workshop participants will map out their own counseling center safety nets and brainstorm additional strategies and relationships to build.

OBJECTIVES:

1. Participants will learn the importance of building relationships across campus (vertically and horizontally) to support prevention and crisis efforts.
2. Participants will have sample campus formal relationships critical to prevent and manage crises.
3. Participants will identify strategies to build informal and formal relationships.
4. Participants will map out their own campus and off campus relationships and brainstorm additional collaborations and ways to strengthen current collaborations.

Workshop Session #1 Descriptions



Thursday, February 21

10:30AM – 11:45AM

STUDENT PARTNERSHIPS: IDENTIFYING STRENGTHS, ADDRESSING CHALLENGES, AND LEVERAGING COLLAB CAPACITY

Scott Room, 2nd Floor

UNIVERSITY OF MICHIGAN



Christine Asidao

PhD, Associate Director of
Community Engagement and
Outreach



Edward N. Huebner

LMSW, Assistant Director of
Community Engagement
and Outreach

ABSTRACT:

Students can be our harshest critics and our strongest allies. Student collaboration is essential to successfully addressing college mental health on a vibrant campus. We will illustrate how to leverage a diverse representation of student voices, both undergraduate and graduate/professional, in order to respond to evolving student needs and challenges while incorporating creative input. The evolution of both the CAPS Student Advisory Board (est. 2008) and CAPS in Action (est. 2014) will be illustrated.

OBJECTIVES:

1. Participants will learn about the evolution of two vital student groups, including how to capitalize on successes and how to navigate challenges.
2. Participants will gain tools to more effectively leverage student and counseling center staff collaboration at their respective campuses.
3. Future trends in leveraging student voice and collaborative partnerships will be discussed.

Workshop Session #1 Options



Thursday, February 21

10:30AM – 11:45PM

ASSESSMENT & INTERVENTIONS WITH STUDENTS EXPERIENCING VIOLENT IDEATION

Meyer Room, 2nd Floor

PENN STATE UNIVERSITY



Natalie DePalma

PhD, Clinical Director



John Mitchell

PsyD, Staff Psychologist

ABSTRACT:

The proposed presentation is offered to provide attendees with an in-depth understanding of the nature of homicidal/violent ideation, with particular focus on college students. This enhanced knowledge will facilitate improved threat assessment and threat management, along with highlighting effective treatment interventions that go beyond simple risk management.

OBJECTIVES:

1. Identify the complex nature of college students who experience violent ideation, including relevant statistics.
2. Learn skills to effectively assess violent ideation.
3. Effectively document assessment findings with regard to violent ideation and communicate those findings to necessary stakeholders within the larger university system.
4. Provide effective intervention and treatment for violent ideation, including management of counter-transference.

Workshop Session #1 Descriptions



Thursday, February 21

10:30AM – 11:45AM

MAXIMIZING PREVENTION EFFORTS: UTILITY OF A COMPREHENSIVE PSYCHOEDUCATIONAL WORKSHOP PROGRAM

Dickson Room, 2nd Floor

THE OHIO STATE UNIVERSITY



Harry Warner

MA, PCC-S, Clinical Counselor

ABSTRACT:

To address the need for multi-modal service delivery, centers must think creatively to find solutions to increasing demands. Rationale for prevention efforts are difficult to communicate to administration and community collaborators. This presentation will explore establishing a comprehensive drop-in, psycho-educational program. The presenter will give special attention to navigating details in planning and increasing attendance to workshops. Finally, the presenter will discuss student survey data to support the utility of this program.

OBJECTIVES:

After this presentation, participants will be able to:

1. Describe a detailed plan regarding establishing and maintaining a well-attended psycho-educational workshop program.
2. Enhance service delivery to the campus community from a multi-modal model for college counseling centers.
3. Explain rationale to administrators and community stakeholders the need for developing and providing prevention resources from a social-justice perspective.
4. Consider survey results designed to evaluate students' perceptions of effectiveness and utility of skills learned in psycho-educational workshops after two academic semesters of program facilitation.

Workshop Session #1 Descriptions



Thursday, February 21

10:30AM – 11:45AM

ACCESSING DIFFERENT PARTS OF THE SELF TO ADDRESS STUDENT PROCRASTINATION

Kilmer Room, 2nd Floor

UNIVERSITY OF MARYLAND, COLLEGE PARK



Noah M. Collins

PhD, Staff Psychologist

ABSTRACT:

Drawing from a brief psychodynamic, motivational interviewing, and dialectical approaches, this presentation will introduce a new approach to intervening with students struggling with procrastination. This approach conceptualizes procrastination and a vicious cycle of swinging back and forth between opposing parts of the self. This presentation provides strategies to help students identify these polarized parts of the self and to integrate and negotiate between them to get unstuck and start working more efficiently. A demonstration of the approach with a volunteer from the audience will be included.

OBJECTIVES:

Participants will:

1. Learn the role that splits within a person can play in causing and exacerbating patterns of procrastination.
2. Learn a new approach to addressing procrastination by exploring and joining with polarized parts of the self and help students integrate and negotiate between them to get unstuck and start working more efficiently.
3. Learn to apply these strategies to their own life.

Workshop Session #1 Descriptions



Thursday, February 21

10:30AM – 11:45AM

INTERSECTIONS BETWEEN TRAUMATIC STRESS AND ADDICTIONS: CALL FOR COLLABORATIVE APPROACHES

Livingston Ballroom

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY



Denise Hein

PhD, ABPP,

Director of the Center of Alcohol
Studies, and Professor in the
Graduate School of Applied and
Professional Psychology

ABSTRACT:

Over two decades, clinicians and researchers have become increasingly aware of the significant relationship between early and ongoing trauma exposure and substance use disorders. High rates of traumatic stress exposure among college students, such as sexual assault and dating violence, have also been linked to misuse of substances of all kinds. The overall goal of this presentation is to inform providers in college counseling settings about emerging clinical and research findings in the treatments for co-occurring traumatic stress and substance use disorders. The presentation is aimed toward college counseling providers who currently either manage programs for trauma and addiction, or who are considering integrating these types of services into their program offerings. The presentation will include an overview of cognitive and neurobiological models that have been applied to understanding traumatic stress and addiction comorbidity. The presentation will also review empirically supported approaches developed for this special population, as well as relevant approaches such as motivational interviewing and relapse prevention that can be applied to support clinical work with trauma and addictions. Research findings will be reviewed critically, identifying limitations of existing approaches and future directions. Implications for treatment engagement and retention of this population, as well as the need for collaboration across campus services, will also be discussed.

OBJECTIVES:

1. Participants will gain an overview of conceptual models for understanding the relationship between trauma exposure, PTSD, and substance use comorbidity.
2. Participants will learn important descriptive characteristics of individuals with trauma who present for inpatient or outpatient substance abuse treatment and have other addictive behavior.
3. Participants will learn the specific treatment approaches that have been empirically and clinically supported for individuals with trauma and addictive disorders

Workshop Session #1 Descriptions



Thursday, February 21

10:30AM – 11:45AM

MEETING THE SPIRITUAL NEEDS OF OUR STUDENTS: HOW TO USE COLLABORATION BETWEEN YOUR COUNSELING CENTER AND RELIGIOUS LEADERS AT A STATE UNIVERSITY

Waksman Room, 2nd Floor

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY



Beverly Mason

LCSW, Assistant Director,
CAPS Next Step Program



Rabbi Esther Reed

MA, Senior Associate
Director for Jewish
Campus Life at Rutgers Hillel



Kerri Willson

EdM, Director of
Off-Campus Living &
Community Partnerships



Rev. Scott Russel

MDiv, Episcopal Chaplain



**Brother Joseph
Donovan**

MA, Director of the Catholic Center

Kaiser Aslam

MA, Center for Islamic Life

ABSTRACT:

Meeting the Spiritual Needs of our Students will provide an example of how counseling centers at large, state-funded universities can partner with campus and local religious leaders. College students come with rich, varied religious lives and backgrounds. The developmental stage of most traditionally-aged college students naturally bring questioning and exploring, including questions of religiosity and spirituality. In addition, issues students often present to clinicians working in university counseling centers often have a component of religion or spirituality. A panel of the members of The Interfaith Council at Rutgers University will present the history of their group, the policies of membership, and examples of collaboration efforts and yearly events. Ample time will be allowed for audience members to question and dialogue with this panel of various faith backgrounds, counseling center staff, and Student Affairs staff.

OBJECTIVES:

1. Participants will gain an overview of The Interfaith Council at Rutgers University including the origin, formation, membership, policies, yearly events, and collaborative initiatives.
2. Participants will learn how collaboration takes place between members of the Interfaith Council and CAPS staff as they endeavor to help students. Confidentiality and other issues of shared work will be discussed.
3. Participants will learn about specific yearly collaborative events such as a memorial service, days of service, and others.
4. Participants will have time to discuss how similar collaborative relationships might be developed on their own campuses.

Workshop Session #2 Descriptions

Thursday, February 21

1:00PM – 2:15PM

LET'S COME TOGETHER: DISCUSSION ON HOW TO BUILD COLLABORATIVE, INTER-ORGANIZATIONAL GROUP PROGRAMMING

Scott Room, 2nd Floor

UNIVERSITY OF MINNESOTA - TWIN CITIES



Jenna Brownfield

MA, Psychology Intern



Cristina Sullivan

MSEd, Psychology Intern



**Larissa
Barbaro-Kukade**

MA, Psychology Intern



**Viann
Nguyen-Feng**

MA, Psychology Intern

ABSTRACT:

With increased demand for counseling, group counseling is increasingly becoming a primary mode of intervention delivery. Are group services something that can only be offered exclusively through a university counseling center? This discussion-based workshop will provide examples of groups operating in collaboration with other campus offices, as well as conversation about where and how interdisciplinary group programming can be built. We will also explore the limits and benefits of collaborative group programming on a campus.

OBJECTIVES:

Attendees of this workshop will be able to:

1. Examine the merits and challenges to building collaborative group services.
2. Identify 1-2 offices on their campus/presenting concerns that could grow into a group service collaboration.
3. Formulate ideas about how to ensure that students receive appropriate levels of care when a university counseling center collaborates across campus offices for groups and/or promotes peer-led support groups across campus.

Workshop Session #2 Descriptions

Thursday, February 21

1:00PM – 2:15PM

THE EMBEDDED MODEL - TAILOR CAPS SERVICES TO STUDENTS IN SPECIFIC SCHOOLS

Dickson Room, 2nd Floor
UNIVERSITY OF MICHIGAN



Jamie Yang

PhD, Embedded Staff
Psychologist

ABSTRACT:

This workshop provides the insider's view on the community-based counseling program the University of Michigan CAPS developed in 2014. We will explore in detail what it takes to start and develop an embedded program, how to establish collaborating relationships with the program being embedded, how students and communities are benefited from the program, the challenges embedded staff encountered, what we've tried so far to cope with them, and our vision for the future.

OBJECTIVES:

1. Learning the purposes and benefits of the embedded model.
2. Getting to know the actual work embedded staff do at their sites.
3. Learning the challenges of the embedded roles and how to overcome them.

Workshop Session #2 Descriptions



Thursday, February 21

1:00PM – 2:15PM

HOW TO SUPPORT STUDENTS WITH COMPLEX ISSUES USING PARENT COLLABORATION

Meyer Room, 2nd Floor

THE OHIO STATE UNIVERSITY



Carla Eugene

MS, LPCC-S,
Senior Staff Therapist

**Shivani Gopal
Edwards**

MSW, LIS-S, Assistant Director,
Clinical Services

ABSTRACT:

This presentation will focus on how to better understand the families of the Millennial and Gen Z and support the individual students through the individuation process, past abuse, and family conflict in a collaborative manner.

OBJECTIVES:

1. Participants will learn key concepts related to assessing the family system and its impact on the individual student.
2. Participants will identify at least two ways to engage parents effectively with treatment.
3. Participants will explore how a collaborative approach with parents can be effective across cultures.

Workshop Session #2 Descriptions

Thursday, February 21

1:00PM – 2:15PM

DREAMZONE: HEALTH AND WELLNESS SERVICES FOR UNDOCUMENTED STUDENTS

Waksman Room, 2nd Floor

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY



**Sandra Rocio
Castro**

Associate Dean of Students



Steve R. Pereira

CAPS Doctoral Intern

ABSTRACT:

A myriad of systemic challenges restrict undocumented immigrants' college access and persistence. Although federal law does not forbid undocumented students from attending college, being undocumented usually implies that they are not eligible for most collegiate assistance-based programs. At Rutgers however, a collaborative network of healthcare providers exist to provide support for multiple undocumented student needs, including academic and health concerns. In doing so, the Rutgers Dean of Students Office, Undocumented Student Services, and the Counseling, Alcohol and Other Drug Assistance Program & Psychiatric Services (CAPS) collectively join to: holistically identify and deconstruct preconceptions of undocumented immigrants; increase knowledge about laws and policies affecting the experiences of undocumented students; and acquire skills, practices, and resources for working with undocumented students.

OBJECTIVES:

For this presentation, Rutgers staff, from the three centers, will provide educational resources for counselors and human service professionals to effectively integrate social justice and culturally responsive services when working with undocumented students in higher education settings.

Workshop Session #2 Descriptions

Thursday, February 21

1:00PM – 2:15PM

PEER INITIATIVES: INNOVATIVE COLLABORATIONS WITHIN AND ACROSS UNIVERSITIES

Janeway Room, 2nd Floor

NORTHWESTERN UNIVERSITY AND THE UNIVERSITY OF MICHIGAN



Steve Andrews

PhD, Staff Psychologist,
Coordinator of Peer Initiatives



Lucas J. Henke

PsyD, Staff Psychologist,
Coordinator of Peer Initiatives

ABSTRACT:

Counseling centers are increasingly implementing peer initiatives to meet the evolving needs of the students they serve. At its heart, peer support is collaborative, necessitating partnership between health professionals, student leaders, and campus and community constituents. The presenters will describe approaches to peer initiatives on their respective campuses and an innovative model for cross-campus consultation to enhance programming. Attendees with newly developing or thriving peer initiatives will find ideas to inform and inspire their work.

OBJECTIVES:

Through participation in this workshop, attendees will learn:

1. Ways to collaborate with colleagues at other institutions to enhance peer initiatives programming.
2. Methods to partner effectively with other student organizations and campus departments.
3. Strategies of collaboration to recruit and retain student leaders with diverse social identities from varied academic programs.

Workshop Session #2 Descriptions

Thursday, February 21

1:00PM – 2:15PM

WHAT'S LOVE GOT TO DO WITH IT?

Kilmer Room, 2nd Floor

THE OHIO STATE UNIVERSITY AND MICHIGAN STATE UNIVERSITY



Harry Warner

MA, PCC-S, Clinical Counselor,
The Ohio State University



Carrie Fleider

MSW, LISW-S, Assistant Director,
Training at the Ohio State
University



Gail M. Anderson

PsyD LP HSP, Interim Assistant
Director of Intensive Clinical
Services at Michigan State University

ABSTRACT:

This workshop will focus on consensual non-monogamy (CNM) and diversity of relationship styles. Session participants will learn about pervasive stigma, structural barriers, and terminology/concepts relevant to CNM culture. Presenters will encourage the audience to push their understanding of romantic relationships beyond monogamy to facilitate increased competency in working with CNM students. In addition, participants will receive concrete clinical practice strategies and learn about competent approaches with CNM identified students in therapy. Through our discussion, attendees will walk away with a more sophisticated understanding, reduced stigma, and ability to support clients who identify as non-monogamous.

OBJECTIVES:

1. Learn definitions, concepts, trends, and structures of polyamorous and CNM culture.
2. Consider vignette and qualitative narratives of CNM individuals and the stigma and discrimination they experience in healthcare and general environments.
3. Increase awareness of societal stigma surrounding CNM and related identities.
4. Increase clinician efficacy when working with CNM students through the acquisition of therapeutic strategies and relevant clinical information.

Workshop Session #3 Descriptions

Thursday, February 21

2:30PM – 3:45PM

CULTIVATING RELATIONSHIPS WITH CAMPUS PARTNERS

Janeway Room, 2nd Floor

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN



Emily Barnum

PhD, Clinical Counselor



Alejandro Gomez

MSW, LCSW,
Assistant Director of Administration
and Clinical Counselor



Elise K. Lanker

MSW, Clinical Counselor

ABSTRACT:

Building relationships with campus partners is becoming an essential task for university counseling centers. At the University of Illinois at Urbana-Champaign, relationships are built through liaisons, outreach, and networking on campus. These connections provide students with multi-disciplinary supports as well as provide new opportunities to educate campus partners on mental health concerns. The purpose of this presentation is to illuminate steps that new and established staff alike can take to bolster their relationships in light of ever-changing professional dynamics on college campuses.

OBJECTIVES:

1. Participants will gain knowledge about the importance of establishing relationships with campus partners.
2. Participants will leave the session with ideas on how to implement programming with campus partners on their home campuses.
3. Participants will better understand how counseling center clinicians can be incorporated effectively with campus partners.

Workshop Session #3 Descriptions

Thursday, February 21

2:30PM – 3:45PM

ADDRESSING SUBSTANCE USE IN COLLEGE POPULATIONS: TRENDS IN USE, SCREENING PROTOCOLS, AND BRIEF INTERVENTIONS

Waksman Room, 2nd Floor

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY



Jill Williams

MD, Staff Psychiatrist

ABSTRACT:

Substance abuse is one of the major public health issues confronting the U.S. today. As youth enter the college years, substance use appears common with more than 1 in 3 college students engaged in binge drinking and 1 in 5 using illicit drugs in the past month. Substance use constitutes one of the most serious public health issues for young people in the United States, creating negative health, social, and economic consequences, yet the diagnosis is often missed in mental health and medical settings. Providing college students with credible and accurate information about the harm associated with substance use is crucial to minimize risk. Clinicians working with student populations should understand current trends in drug use and be familiar with the most commonly misused legal and illegal substances. Screening and brief intervention can help detect problems sooner and should be routine in all types of mental health and healthcare settings. Several screening tools for substance use disorders are brief and easy to use in clinical practice. Positive screening should help guide the need for more thorough bio-psychosocial assessments of substance use disorder. The DSM characterizes substance use disorders in terms of patterns of risky use, social impairment, impaired control and pharmacological aspects. The impact on other mental health symptoms and behaviors including depression, anxiety, insomnia, and impulsivity should also be considered in assessment since co-occurring problems are the rule and not the exception. Approach to the patient should be in an engaging and non-judgmental way, using the techniques of motivational interviewing since many students may not feel their substance use is a problem. Understanding the still developing brain, the biology of addiction, and the potential brain changes that result from youth substance misuse are also important considerations. This session will review these topics and provide an introduction to addressing substance use in college populations.

OBJECTIVES:

1. Recognize the negative health, social, and economic consequences from substance use in young people.
2. Become familiar with commonly used screening tools for substance use disorder and the need for screening in all clinical settings.
3. Understand key components of substance use disorder.

Workshop Session #3 Descriptions

Thursday, February 21

2:30PM – 3:45PM

DIVERSITY ISSUES AND ENHANCED COLLABORATION IN PSYCHOPHARMACOLOGY

Scott Room, 2nd Floor

THE OHIO STATE UNIVERSITY



Denise Deschenes

MD, MS,

Senior Staff Psychiatrist

ABSTRACT:

Many factors impact an individual's use of and response to psychotropic medications. One size does not fit all. The goals of this presentation are to explore the intersection between individual differences and responses to psychotropic medications. Cultural, biological, genetic, and environmental factors will be explored. This enhanced understanding can promote improved collaboration within the treatment team. This workshop is intended for prescribers and non-prescribers.

OBJECTIVES:

At the end of this presentation, the attendee will be able to:

1. Name two cultural issues that impact psychotropic medication use.
2. Name two biological or genetic factors that can impact an individual's response to psychotropic medication.
3. Name two environmental or lifestyle factors that can impact an individual's response to psychotropic medications.
4. Identify three signs or situations indicating need to refer the client back to the prescriber or for emergency care.

Workshop Session #3 Descriptions

Thursday, February 21

2:30PM – 3:45PM

THE CAPS CORNER

Meyer Room, 2nd Floor

PENN STATE UNIVERSITY



Jason Yoder

LCSW, Counselor,
CAPS Chat Coordinator



Lori Strayer

MEd,
Clinical Services Provider/
AOD Coordinator



Stephanie Stama

PsyD, Group Therapy
Coordinator/Staff
Development Coordinator



Elizabeth Toepfer

Edd, Assistant Director of
Commonwealth Campuses



Laura Briscoe

PhD, Staff Psychologist and
Coordinator - Diversity,
Inclusion, and Equity Services



Elana Szczesny

PhD, Psychologist



Ben Locke

PhD, CAPS Senior Director

ABSTRACT:

We-ARE! Presenting Penn State's approach to students' needs that are sub-clinical or supplemental to individual counseling. "The CAPS Corner" title comes from marketing several PSU-CAPS programs. We will overview examples including CAPS Chat, (AOD) Workgroup, Life Hack sessions, and drop-in groups. We will discuss collaboration across campus to plan, advertise, and implement services. We intend to demonstrate how similar services may be implemented at other university counseling centers and will end with a Q&A panel.

OBJECTIVES:

At the conclusion of this presentation participants will be able to:

1. Identify Penn State's programs and services that may supplement formal clinical services or act as pre-clinical steps toward addressing students' presenting concerns.
2. Facilitate interactions with other campus offices and address strategic methods for collaborating with several departments across campus to plan, advertise, and implement services.
3. Explore how similar services may be implemented at other university counseling centers.

Workshop Session #3 Descriptions

Thursday, February 21

2:30PM – 3:45PM

WHAT ABOUT US? TRANSPARENCY COLLABORATION AND CREATING WELLNESS WITHIN UNIVERSITY COUNSELING CENTERS

Dickson Room, 2nd Floor

THE OHIO STATE UNIVERSITY



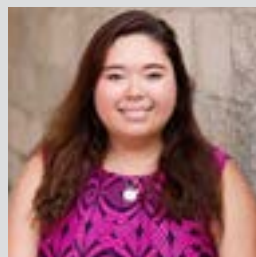
Matthew Witter

PsyD, Staff Psychologist,
Rutgers University



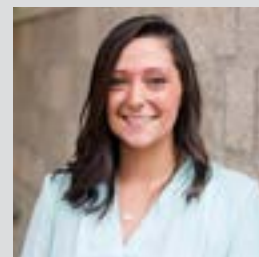
Alexandra Dokas

LPCC-S, LCDC III,
Care Manager



Julie Hazel

MA, LPC, Clinical Fellow



**Kelsey
Wegener**

MSW, LSW, Clinical Fellow

ABSTRACT:

University Counseling Centers (UCCs) are known for their fast-paced, “do more with less” work environments and high staff turnover rates. As demand for services and severity of student concerns grow, employees find themselves burnt out and feeling under-appreciated by their centers and university as a whole. We will share our findings on how UCCs are managing employee stress, what’s working, and what more can be done to retain clinicians and foster wellness within centers.

OBJECTIVES:

1. Understand factors that may lead to burnout in UCCs.
2. What are centers doing currently to increase self-care, cohesiveness, collaboration?
3. What are the obstacles that keep UCCs from achieving full wellness for their staff?
4. How can we increase transparency between leadership and clinical staff to help facilitate honest conversations and to help boost staff morale?

Workshop Session #3 Descriptions

Thursday, February 21

2:30PM – 3:45PM

BEYOND TRANS 101: BUILDING A COLLABORATIVE TRANS CARE TEAM IN HIGHER EDUCATION SETTING

Kilmer Room, 2nd Floor

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY



Wilhelmina Vargas

LCSW, Embedded Counselor



Zaynab Khan

PsyD, Staff Psychologist

ABSTRACT:

Beyond Trans 101 will provide a model for building comprehensive services for trans students in a university setting. We will present ways we collaborated with other professionals and community resources to meet the needs of students. We will also discuss clinical strategies for individual and group work, including self-reflective exercises and case presentations.

OBJECTIVES:

1. To present a model for building comprehensive services for trans students in a university setting.
2. To provide strategies for working with trans students through individual and group therapy.
3. To reduce micro-aggressions towards trans students through self-reflection and analysis of the system.
4. To illustrate collaborative team care approach through case presentations.



SALVADOR MENA

PhD

Vice Chancellor of Student Affairs

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY

Born in Harlem, New York and raised in the South Bronx, Dr. Salvador Mena is a graduate of the New York City public school system, and was the first in his family to attend college.

He joined Rutgers in August of 2014 as the Associate Vice Chancellor for Student Affairs and was elevated to the role of Vice Chancellor for Student Affairs this past August. He received his Doctor of Philosophy degree in Higher Education, Student Affairs, and International Education Policy from the University of Maryland at College Park, a Master's degree in Student Development in Higher Education, and Bachelor's degree in Political Science from the University of Maine.

Nationally, Dr. Mena has been involved with a number of higher education professional organizations, including the National Association of Student Personnel Administrators (NASPA). He is a regular presenter at national conferences and has published in the Journal of Student Affairs Research and Practice and contributed a book chapter in Cultural Centers in Higher Education: Perspectives on Identity, Theory, and Practice.



JASON R. KILMER

PhD

Associate Professor in Psychiatry & Behavioral Sciences and the Assistant Director of Health & Wellness for Alcohol & Other Drug Education

UNIVERSITY OF WASHINGTON

Dr. Jason Kilmer works at the University of Washington in Seattle in both a student affairs and a research capacity. Jason is an Associate Professor in Psychiatry and Behavioral Sciences, and serves as an investigator on several studies evaluating prevention and intervention efforts for alcohol, marijuana, and other drug use by college students. He is also the Assistant Director of Health & Wellness for Alcohol & Other Drug Education in the Division of Student Life, working with different areas across campus to increase student access to evidence-based approaches. Jason also serves as the chairperson of Washington State's College Coalition for Substance Abuse Prevention.

Jason has been project faculty for several national learning collaboratives in the U.S., including NYU's National College Depression Partnership, Dartmouth's National College Health Improvement Program, and the NCAA's 360 Proof project. He was one of the six members of the development team for the National Institute on Alcohol Abuse and Alcoholism's College Alcohol Intervention Matrix (CollegeAIM).

Jason was the 2014 recipient of the National Prevention Network's Award of Excellence for outstanding contributions to the field of prevention. Jason was a 2017 and 2018 recipient of the Golden Apple award for teaching by the MEDEX Northwest Physician Assistant Training Program, and a 2017 recipient of the Sue Kraft Fussell Distinguished Service Award from the Association of Fraternity/Sorority Advisors. He was also the 2017 recipient of the Washington State Prevention Professional Award of Excellence.



KEITH MURPHY

LPC, LCADC

Senior Substance Abuse Counselor

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY

Keith Murphy is a licensed professional counselor and licensed clinical alcohol and drug counselor in New Jersey. Keith earned his Bachelor's in Sociology in 1994 from Rutgers University and his Master's from Nyack College in Nyack, NY in 2006. He has over 14 years of experience in helping those who struggle with addiction and other major life issues rebuild their lives. Prior to joining Rutgers University as a Recovery Counselor in October, 2014, Keith worked at the Market Street Mission's Life Change Program in Morristown, NJ helping homeless men overcome their struggles with active addiction and alcoholism. While working at the Market Street Mission Keith worked with various county and government-based agencies to foster better relationships between people of diverse social and economic backgrounds and to end homelessness in Morris County.

In his present role as a Recovery Counselor, Keith has been tasked to help the students in the College Recovery Program develop skills for recovery and life in college and beyond. As a member of the Rutgers counseling staff, Keith has the privilege of seeing students flourish and become world-changers.

Keith presently lives in Morristown, NJ with his wife and dog. They enjoy spending time outdoors, eating-out, walking their dog, volunteering at their church, and being a part of the larger Morristown community.

Body Flow Yoga

Thursday, February 21 & Friday, February 22

7:00AM – 8:00AM

Bishop Room, 2nd Floor



CLASS DESCRIPTION:

This is a gentle, trauma-sensitive yoga class for those who want to attend to the body, heart, and mind in stillness and in motion. It invites participants to honor and care for the body's limitations, to be curious about their own experience, and to be guided by that experience in the moment. The class comprises breathing exercises, moving meditation (standing and lying down yoga postures), relaxation, and ends with a stillness meditation.

No previous yoga or meditation experience is required. This class is recommended for beginners who enjoy a slower pace so that they can listen to their own bodies and non-beginners who wish to deepen their yoga or meditation practice. We have yoga mats, but please feel free to bring your own.

INSTRUCTOR BIO:



Siobhan Gibbons

EdD, CYT, Staff Psychologist

RUTGERS UNIVERSITY

Dr. Gibbons is a licensed psychologist in the state of New Jersey and a certified yoga instructor. She is also certified to teach Mindfulness-Based Stress Reduction by the Center for Mindfulness, Medicine, Health Care and Society at the University of Massachusetts Medical School.



NATE HAWLEY

Nate has been DJing Rutgers events for the past four years and is the official DJ for Rutgers Football, Wrestling and Gymnastics Teams. His music selection paired with the drive to hype up the team and crowd is unprecedented. The teams love Nate as much as he does performing at their events, only hoping to increase their chances of winning. You can hear Nate at more than just those events around Rutgers. He also performs for a lot of other departments at Rutgers including one of the University's larger student events, Rutgers Dance Marathon.

EXCERPTS OF THROUGH THE FRACTURE OF LIGHT (2016)

Choreography: Yin Yue

Music: Original score by Julianne Jones and Doug Beiden

Staged by: Grace Whitworth

Lighting: Sue Barr, based on original design by Matt Miller

Costumes: Millie Hiibel

Dancers: Kristina Kong, Samantha Lewis, Toni Mason, Shannon Murphy, Rebecca Pavelko, Sara Rivera, Mikayla Russo, Abigayle Wolski, Kerry Zak





The Heldrich

10 Livingston Ave

New Brunswick, NJ 08901

(732) 729 4670



Floor 1



The Heldrich

10 Livingston Ave

New Brunswick, NJ 08901

(732) 729 4670



Floor 2