

FIFTH NATIONAL CONFERENCE
THE GATEWAY TO EXCELLENCE IN
COLLEGE COUNSELING

OCTOBER 6 – 9, 2010

PRE-CONFERENCE WORKSHOPS, OCTOBER 6TH

ST. LOUIS, MISSOURI

HYATT REGENCY ST. LOUIS AT THE ARCH

ABOUT ST. LOUIS

St. Louis, the stunning, metropolitan Gateway City on the river, offers a wide variety of unique attractions and one-of-a-kind dining options you won't find anywhere else. St. Louis has something for everyone, from the monumental to the funky, which makes St. Louis an amazing destination! We hope you will take time to experience just some of what St. Louis has to offer during your time with us! For more information about all the activities, check out the following information websites: www.explorestlouis.com or www.visitmo.com/St.%20Louis.

ABOUT THE HYATT REGENCY ST. LOUIS AT THE ARCH

After its recent \$63 million renovation, the downtown St. Louis luxury hotel on the river includes sparkling new world-class dining outlets, complimentary StayFit gym, stylishly modern guestrooms complete with sumptuous Grand beds, iHome stereos and WiFi and high-speed internet access. Just steps from the hotel are some of the nation's most exciting attractions including the famous Gateway Arch, Kiener Plaza, Busch Stadium, Laclede's Landing, the Anheuser-Busch Brewery, the City Museum, St. Louis Art Museum, and Six Flags St. Louis.

MAKE YOUR RESERVATIONS BY SEPTEMBER 15TH TO RECEIVE THE SPECIAL RATES!!

The Hotel is offering the following room rates to individuals attending the ACCA Conference:

Single Occupancy: \$159 Double Occupancy: \$169 Triple Occupancy: \$169

Quadruple Occupancy: \$169 Regency Club: \$189

To make your reservations via the web, go to www.collegecounseling.org/conferences and follow the instructions.

Or Call: 314.655.1234 – Mention the ACCA Conference

The conference hotel is located at: 315 Chestnut Street, St. Louis, Missouri, USA 63102

Tel: +1 314 655 1234 Fax: +1 314-241-6618

GETTING THERE FROM HERE

By Plane: The Lambert/St. Louis International Airport is served by the major airlines. The airport is conveniently located 15 minutes from downtown St. Louis and the Hyatt Regency. The Lambert/St. Louis International Airport code: STL. The website is www.flystl.com. The Metrolink, light rail train system connects the main and east terminals of Lambert International to the downtown area. The train runs approximately every 30 minutes from 5:02am to 12:48am. For taxi service, contact Richardson Transportation at 314-725-9111 (prefer 24- hour notice) or Harris Cab (some extra charges may apply) at 314-535-5087 or 314-371-7111. Taxi is approximately \$45.00, each way.

By Train: St. Louis is on the Amtrak line with an Amtrak station 8 blocks from the hotel (550 S. 16th, St. Louis 314-331-3009). Taxi from the Amtrak station is approximately \$8. (www.amtrak.com)

By Auto: From Lambert International Airport (15 miles): Take I-70 East to Memorial Drive exit. Go straight on Memorial Drive. Turn right onto Market Street. Turn right onto North 4th Street. Turn right onto Chestnut Street – hotel on left.

CONFERENCE INFORMATION & REGISTRATION

Information about the conference, registration hours, receptions, and programs can be found on the ACCA website: www.collegecounseling.org. To register for the conference, call the American Counseling Association at 1-800-347-6647 x222 (M – F, 8:00 am to 7:00 pm EST), use the enclosed form, or register online at www.collegecounseling.org.

CONTINUING EDUCATION

The American College Counseling Association is approved to provide continuing education for
National Board of Certified Counselors (NBCC Provider #1024)
American Psychological Association (Licensed Psychologists)
Social Work CEUs Pending Approval

3-Hour Presentations

Forensic Assessment & Evaluation and its Application to College Counseling, Ethical & Legal Issues
Managing Aggressive Behavior
Missing Persons: The Hazards of Not Being Present During Sex
Mind, Math & Body: A Community College Counseling Approach

90-Minute Presentations

The Role of Counselors in Campus Threat Assessment
Ethical Practice in College Counseling Centers: What Has Changed?
Publishing in the Journal of College Counseling: Strategies for Success
Starting Over Again: Counseling Considerations for Transfer Students
Wired: Exploring the World of Online Gaming Addiction
Community College Counseling: Clinical Opportunities and Challenges
Are College Students Aware of Being Bullied?
Who's Calling? Emerging Adults and the Pursuit of Meaning and Purpose
Using Career Theory in Counseling Community College Students for Success
Hot Topics in Community College Counseling
Daydream Believer: A Glimpse into the Secret Career and Lifestyle Aspirations of College Students
Power and Control: When Counselors Abuse
Professional Identity and Multicultural Competency in College Counselors-in-training: A pre-field collaboration training model
Utilizing Media Deconstruction of Relational Aggression in Counseling With College Women
"A White Man on the Rez" College Counseling in a Culture of Fear: Understanding the impact of White Privilege on our work
Dealing with the Aftermath of Student Suicide and Sudden Death: Impact and Postvention Practices
Integrating Counseling and Academic Support Services for Trauma Survivors
Undergraduate Students' Perception of Social Norms, Riskism and Effective Interventions
Using Web-Based Technology to Identify and Refer At-Risk Students
Borderline Personality Disorder: Exploring Quality of Care on Rural College Campuses
Promoting Higher Education Success for Veterans
Mind Over What's the Matter: Using Mindfulness Based Therapeutic Practices in the Treatment of Anxiety and Depression
Supervision, Training, and Retention: Innovations and Challenges for University Counseling Centers, Supervisors, LACs and Interns
"Flying Solo" – An Opportunity to Share and Grow as a Solo Practitioner
Shifting Our Approach from Counselor to Public Health Practitioner: Three Campus Stories of Mental Health Promotion and Suicide Prevention
Career Counseling with the Millennial Generation
Establishing a Case Management Position within a College Counseling Center
Rediscovering Your Own Gateway to Excellence
What Does "Excellence" Look Like? Program Evaluation and Outcomes

Assessment in College Counseling
Filling the Void: Best Practices in Providing Community Mental Health Services
When Weird is Just Weird
Trauma and Addiction in College Women
Spiritual Competence in College Counseling: Providing Holistic, Developmentally-Responsive and Culturally-Sensitive Service
The College Counselor as Self Object: A Self Psychology Approach To Strengthening the Sense of Self in College Students
Proactive Risk Reduction and Safety Strategies for Mental Health Providers in the Higher Education Campus Setting
Stress-busters: Reaching Students with Popular, Evidence-Based, In-Person Prevention
A Collegiate Conversation about Counseling and Community: A Comparative Analysis of the Counseling Services Provided by Florida's Community College
Millennial Students and Emerging Technology: An Argument for Distance Counseling
Managing the Onslaught: Effects of Changing Session Frequency On Assessment Outcomes and Client Satisfaction
From Experimentation to Addiction: Treatment Strategies for All Stages
A Preventative Model of Systematic Family Intervention within College Counseling: A Millennial Paradigm
A Community College Model of Building Foundations for Returning Adults
Using Educational Gaming Technology to Engage Faculty and Students as Gatekeepers
College Men in Counseling: Who Are They and How Do They Experience the Counseling Process
A New 'ABC' Approach to Short-Term Counseling
Maximizing Impact and Minimizing Burnout: Evaluation of Outcomes Based Practice in a University Counseling Center
Creating Federal Resumes: How to Help Your Clients Put Together a Winning Federal Application
Poverty and First-Generation-in-College Status: Ways They Impact the Needs of Students Who Come to Your Counseling Center
Academic Coaching and Counseling: Gateway to Academic Excellence

Poster Presentations

The West Indian Immigrant Student-Client
Business Development for the Working Mom Attending Community College
A Mixed Methods Analysis of Social Support and Career Decision Making Self-Efficacy among Gay, Lesbian and Bisexual (GLC) College Students
Italian Americans: A Qualitative Study of Post-Immigration Persistence of Ethnic Identity
Legal Action Taken Against College and University Counseling Centers, 1986-2008
Preventive Counseling Intervention through National Mental Health Promotion Events On a Health Professions Campus
Passport to Wholeness: The Effects of a Campus Mental Health Fair on Help-Seeking Attitudes
The Link Between College Student Classroom Behaviors and Mental Health
Peer Supervision Model for Mediating Cross Cultural Counseling Concerns

OUR KEYNOTE & PRE-CONFERENCE SPEAKERS

ACCA KEYNOTE & PRECONFERENCE PRESENTER

BRETT A. SOKOLOW, JD

Founder & President of the National Center for Higher Education Risk Management

Brett Sokolow is the Managing Partner of the National Center for Higher Education Risk Management (NCHERM), a national multidisciplinary risk management consulting firm. Through NCHERM, Sokolow has consulted with over 1,300 colleges, universities, schools and military institutions in the US and Canada. He has provided strategic prevention programs to students at more than 1,800 college and university campuses.

He is an expert in preventive law and risk management. He has eleven years of experience helping clients to enhance the safety and security of their communities by strategically addressing high-risk health and safety issues.

Mr. Sokolow is a risk management consultant, author, editor, and higher education attorney admitted to the Pennsylvania and New Jersey bars. He holds a Bachelor of Arts degree in East Asian Studies from the College of William and Mary (1993), and a Juris Doctorate from the Villanova University School of Law (1997). Mr. Sokolow founded NCHERM in 2000.

Mr. Sokolow is a risk management consultant, author, editor, and higher education attorney admitted to the Pennsylvania and New Jersey bars. He holds a Bachelor of Arts degree in East Asian Studies from the College of William and Mary (1993), and a Juris Doctorate from the Villanova University School of Law (1997). Mr. Sokolow founded NCHERM in 2000. NCHERM provides specialized consulting, seminars, training and publications on: Sexual Misconduct, Internal Investigations, Conduct Training, Psychological Distress, Disruptive Students, Culture Change Initiatives, Campus Safety, Hazing, Sexual Harassment, Problem Drinking, Drug Abuse, Student Organization Risk Management, Student Suicide, Behavioral Intervention, Campus Mental Health, FERPA, The Clery Act, Title IX, Threat Assessment, Civil Rights, Free Speech, Negligence and Liability, Compliance, Strategic Prevention

NCHERM has provided services to over 1,300 school, college, university and military clients, including programs for campus and school district administrators, faculty and staff training, sexual assault and Title IX case management, risk management for fraternities and sororities, workshops and seminars. In addition to his consulting activities, Mr. Sokolow has also provided awareness and education programs for students at over 1,800 colleges, high schools and military institutions. Through NCHERM, Mr. Sokolow has published ten books and more than 50 articles on student affairs, campus safety, liability and risk management topics, including several peer-reviewed journal articles. He is a regular blogger on the NCHERM RiskMaBlog. He provides expert witness services, and lobbying efforts for campus crime and sexual assault-related legislation. He is a frequent keynote and featured presenter at regional and national conferences.

Mr. Sokolow holds memberships to the National Association of Student Personnel Administrators (NASPA), the Association for Student Conduct Administrators (ASCA, formerly ASJA), the University Risk Management and Insurance Association (URMIA), the International Association of Campus Law Enforcement Agencies (IACLEA), the American College Personnel Association (ACPA, where he serves on the Commission for Student Conduct and Legal Issues and served from 2006-2007 as Vice President for Education of the Commission for Campus Judicial Affairs and Legal Issues), the Association of College and University Housing Officers-International (ACUHO-I), the National Orientation Directors Association (NODA), the Association of Threat Assessment Professionals (ATAP), the National Association of College and University Business Officers (NACUBO) and the Council on Law in Higher Education (CLHE), where he serves as a member of the Board of Trustees. He serves on the Advisory Board of the Higher Education Program at Old Dominion University. He is Editor Emeritus of the Report on Campus Safety and Student Development published by the Civic Research Institute. He served on the Editorial Advisory Board of the College and University Legal Advisor, also published by the Civic Research Institute. He served as Legal Issues Editor of the CLHE Student Affairs Law & Policy Weekly and was the Founder and Editor-in-Chief of The NCHERM Chronicle of Campus Conduct, which is now out-of-print.

KEYNOTE

THE ROLE OF COUNSELORS IN CAMPUS THREAT ASSESSMENT

Mandated assessment has become a buzzword on the campus threat assessment scene, but on many campuses, it has become a cure-all. Troubled student – call the counselor. Suicidal ideation – mandate four sessions. Cutting – student needs a referral. Too many times, the assumption is that the problem is solved once counseling is involved.

Administrators can view what is the start of a process as the end of their involvement. All concerning behaviors are literally being dumped on what are often already overwhelmed centers, with the assumption that the student will then be fine.

Yet, mandated assessment is not a cure-all. It is not the panacea that some administrators consider it to be. Some students don't complete the assessment. Some students complete the assessment and don't enter into a continuing therapeutic relationship, as we might hope they would. Others cleverly convince the assessor of their stability, but are still intent on self-harm or harm to others. Now their plans are more deeply concealed. Some malingering or spiral downward despite the intervention.

We must grow past mandated assessment to a more comprehensive role for campus mental health professionals in the behavioral intervention process. While an effective behavioral intervention model MUST have the ability to mandate assessment internally or externally as a tool, behavioral intervention must be a collaborative, holistic effort involving many facets of the campus and community. Counseling centers can't just be the dumping grounds for every troubled student. So, what then is the evolving best practice for involvement of counselors in campus behavioral intervention efforts? This presentation will address the components of a comprehensive behavioral intervention framework.

PRE-CONFERENCE WORKSHOP

OCTOBER 6TH

THE ROLE OF COUNSELORS IN CAMPUS THREAT ASSESSMENT

BRETT A. SOKOLOW, J.D.

Since the tragedy at Virginia Tech last April, many colleges and universities have started to take on the challenge of behavioral intervention. Seconding that decision is the clear instruction of the Virginia Tech Governor's Panel to colleges and universities: "Incidents of aberrant, dangerous, or threatening behavior must be documented and reported immediately to a college's threat assessment group, and must be acted upon in a prompt and effective manner to protect the safety of the campus community."

The remaining question now becomes what is the best model for doing so comprehensively and effectively? From a collaboration of a team of experts and the melding of the best intervention practices from schools across the United States, has evolved a comprehensive model for a formalized College or University Behavioral Intervention Team (CUBIT).

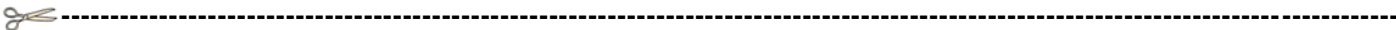
This session will outline a model of best practice and offer innovative ideas in prevention, identification, and early intervention in respect to threat assessment and behavioral intervention. With some variation in implementation as you adjust the model to suit the needs, constraints, resources and capacities of your community, we offer the CUBIT model in our idealized conception, as the most far-reaching, comprehensive and engaged model of its kind.

FROM THE ACCA PRESIDENT

I'm pleased to invite you to join us for the ACCA Conference in St. Louis. The ACCA has a long-standing reputation of providing thought-provoking, innovative and practical sessions on a myriad of college counseling related topics that are sure to inspire you and equip you with useful resources. Come and experience the professional diversity that exists within our organization where counselors, psychologists, and social workers from both 2- and 4-year institutions share valuable insights related to college counseling. It is my sincere hope that you will take this opportunity to grow professionally and nurture and refresh your spirit. I encourage you to register by July 15, 2010, in time for the Super Saver discount, and book your room as soon as possible so that you receive the conference rate. We look forward to seeing you in St. Louis in October!

Sincerely,
Greta A. Davis, Ph.D., ACCA President

If you are joining the ACCA, please fill out the form below and return it with your registration.



**AMERICAN COLLEGE COUNSELING ASSOCIATION
MEMBERSHIP APPLICATION**

Title: (Dr./Ms./Mr.)		Name:					
Address:					City:		
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Hm Ph:			Of Ph:		Fax:		Cell:
Email:				School/Organization:			
SS#:				ACA#:			
Profession <small>Please Check One</small>	Professional Counselor		Psychologist		Social Worker		Other: _____
<p>ACCA/ACA Membership Dues: Membership in the ACA means that you will abide by ACA's Bylaws and other governing documents and are qualified for membership category selected. By becoming an ACA member, you are agreeing to be subject to the rules, regulations, and enforcement of the terms of the ACA Code of Ethics and Standards of Practice which can include appropriate sanctions up to suspension or expulsion from the ACA and public notice about any such action. The ACA Code of Ethics is available at www.counseling.org.</p>							
New Professionals, please indicate the date of your graduation (month/year) _____/____ and institution _____ _____							
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<p><i>There shall be no discrimination against any individual on the basis of ethnic group, race, religion, gender, sexual orientation, age, record of public offense, and/or disability.</i></p>							