Keynote Speakers

Thursday, March 15, 2007  (10:30 a.m. – 11:45 a.m.)
Coast Ballroom, Third Floor

Dr. Michael Young
Vice Chancellor for Student Affairs
University of California, Santa Barbara

UCSB Vice Chancellor for Student Affairs Michael Young co-chaired the UC systemwide Student Mental Health Committee. Appointed by Provost Hume and convened in January 2006, the Committee examined trends in mental health, identified how these trends are being managed nationally and at the University of California, and recommended how to implement new initiatives or reinforce current programs and services to address the student mental health needs at the University. The Committee completed its work with a written report and presentation to The Regents in September 2006. Vice Chancellor Young has been at UCSB since January 1990. He is responsible for all the departments in the Division of Student Affairs, which include, among others, Admissions, Financial Aid, Office of the Registrar, Women's Center, Recreation, the Educational Opportunity Program, Arts & Lectures, the MultiCultural Center, Student Health, Counseling & Career Services, and the Office of Student Life.

Thursday, March 15, 2007  (7:00 p.m. – 8:30 p.m.)
Executive Ballroom, Second Floor

Senator Tom Torlakson
California 7th Senate District

Senator Tom Torlakson represents California's 7th Senate District, which includes most of Contra Costa County. He serves as Chair of the Senate Democratic Caucus. An avid runner, bicyclist, and triathlete, Senator Torlakson is the Chair and Founder of the California Taskforce on Youth and Workplace Wellness, a group seeking to raise the profile of health and fitness in the public schools and in the workplace. Because of his concerns about education funding and other issues involving our state’s schools, Tom sought appointments this year to the Senate’s Education and Budget and Fiscal Review Committees. He authored SCA 12, a proposed constitutional amendment that would significantly strengthen the protections for K-14 education funding outlined in Proposition 98. His career in public service began as a science teacher in 1972. He was elected to the Antioch City Council in 1978. From 1980 to 1996, he served on the Contra Costa Board of Supervisors. He was elected to represent California's 11th Assembly District in 1996, elected to the State Senate in 2000, and reelected without opposition in 2004. Tom earned a B.A. in History in 1971, a Life Secondary Teaching Credential, and an M.A. in Education in 1977 from UC-Berkeley.

Friday, March 16, 2007  (9:00 a.m. – 10:00 a.m.)
Executive Ballroom, Third Floor

Dr. H.E. (Ted) Frech, III
Professor of Economics
University of California, Santa Barbara

Dr. Frech earned his masters and doctoral degrees in economics at UCLA, received his bachelor's degree in engineering from the University of Missouri. In addition to directing the master's degree program in economics at UCSB, he is an adjunct professor at the Institut d'Etudes Politiques de Paris, and an adjunct scholar at the American Enterprise Institute. He has served on the faculties of Harvard University and the University of Chicago. His research has covered a variety of topics, including industrial organizations, antitrust, health economics, public policy, the tort system, mergers, market definition, predatory pricing, and health insurance. He has published over 100 articles and books, including "Is the United States an Outlier in Health Care and Health Outcomes: A Preliminary Analysis," which appeared in the International Journal of Health Care Finance and Economics in 2006.
Concurrent Sessions
Thursday, March 15, 2007  (1:00 p.m. – 2:15 p.m.)

**Model University-Based Mental Health Programs: What Will Work for Your Campus?**

Executive Ballroom, Second Floor

**Angela Andrade**, Disabilities Specialist, Special Assistant to the Student Mental Health Committee, University of California, Santa Barbara

This workshop involves exploration of new mental health programs, information-sharing about mental health strategies, and the opportunity to form alliances across campuses. The presenters will review a number of university-based mental health programs identified by the JED Foundation. Participants will break into groups to identify the program of the greatest potential benefit to their campus. Groups will outline the challenges and benefits to instituting the program on their campuses and identify beginning steps for implementation. Group findings will be presented and a whole group discussion will follow. The group findings will be emailed to participants following the retreat.

**New Programs for Students Well-Being and Academic Success: Multi-Domain Integrative Approaches**

Coast Ballroom, Third Floor

**Jeanne Manese, Ph.D.**, Training Director, Psychological and Counseling Services, University of California, San Diego
**Karla Materna, Ph.D.**, Counseling Psychologist, Psychological and Counseling Services, University of California, San Diego
**Debbie Pino-Saballett, M.P.H.**, Director Health Education, Student Health Services, University of California, San Diego

This presentation will introduce three programs that address students’ well-being and their academic success from an ecological, multi-systems, integrative approach. These programs are designed to foster positive affect, which empirical findings suggest lead to success in work, relationships, and robust health. **Peace of Mind** is a resilience, wellness, and coping skills building psycho-educational workshop addressing intra-psychic and interpersonal challenges affecting the students’ mental health, social support, and academic functioning. **Goals in Action** is a collaborative outreach intervention engaging Student Affairs and Academic Affairs, integrating elements of Positive Psychology, and targeting students at risk because of their poor academic performance and conflicted expectations. **Living Well-Doing Well** is a course for two unit credits coordinated by Student Health Services and delivered by a multi-disciplinary team of professionals within Student Affairs. This class with its preventive focus steers students into healthy living styles. Prepare for some experiential exercises.

**Men’s & Women’s Programs: Creating Meaningful Experiences for Student Success**

Wind and Sea Room, First Floor

**Carolyn Buford**, Associate Dean of Students, University of California, Santa Barbara
**Britt Andreatta**, Assistant Dean of Students, University of California, Santa Barbara

This workshop provides an overview of UCSB’s Men’s and Women’s Programs, which were designed to respond to developmental issues facing both genders. UCSB encountered disturbing trends regarding the integration of young men into university life. Student focus groups conducted during an accreditation self-study revealed that many young men had little interest in the university’s mission and had few group associations. Men are also more likely than women to be involved in conduct issues. Adding further to campus understanding was research that identified the ways in which young college men disengage from their university experiences. The workshop will also highlight new programs for women at UCSB that are still under development.
Concurrent Sessions
Thursday, March 15, 2007  (1:00 p.m. – 2:15 p.m.)…continued

Prevention Through Pride: How Campus Resource Centers Provide Safety Nets and Promote Psychological Health for Marginalized Students
Rose Room, First Floor
Deborah Abbott, M.A., Licensed Marriage Family Therapist, Director, University of California, Santa Cruz
Lionel Cantú, GLBTI Resource Center, University of California, Santa Cruz

UCSC is notable for its ten college design. It is also unique in offering six resource centers that specialize in meeting the needs of specific marginalized and stigmatized student populations including: African American/Black; American Indian; Chicano/Latino; Asian American/Pacific Islander; women; and gay, lesbian, bisexual, transgender and intersex students. This presentation will articulate the vital role that UCSC’s resource centers play in creating safety nets, instilling identity pride, and building community networks for students at high risk for isolation, depression, suicide, and other psychological challenges and for students who are frequently reluctant to utilize traditional campus counseling services. Participants will learn from both a resource center director and a resource center student coordinator the array of culturally attuned professional and peer approaches resource center staff employs to support psychological wellness.

Critical Incidents and Emergency Response for Residential Settings: Planning, Preparing, and Implementing
San Clemente Room, First Floor
Suzanne Seplow, Director, Residential Life, University of California, Los Angeles
Susan Swarts, Assistant Director, University of California, Los Angeles
Rick Wan, Assistant Director, University of California, Los Angeles

This workshop will assist campuses in improving their critical incident and emergency response plan in their student residences. The presenters will discuss the development of the response protocols at UCLA’s Office of Residential Life. Potential crisis scenarios that campuses may face in the future will be identified and explored. Attendees will receive a copy of UCLA’s critical incident protocol and will have the opportunity to share information about the protocols at their campus as well.

Don’t Forget Your Graduate and Professional Students
Tecolote Room, First Floor
Adele Anfinson, Assistant Director, Student Health Service, University of California, San Francisco
Maureen Conway, Director, Student Activities Center, University of California, San Francisco
Eric Koenig, Director, Student Life, University of California, San Francisco
Lance Raynor, Counseling Psychologist, Student Health Service, University of California, San Francisco
Susan Rosen, M.D., Student Health Service, University of California, San Francisco
Naledi Saul, Associate Director, Office of Career and Professional Development, University of California, San Francisco

Creating and maintaining a healthy learning environment for graduate and professional students has a unique set of challenges for service-providers. This population of learners, researchers and future professionals reveals a whole spectrum of needs based on career path, family dynamics, social pressures, time constraints and a documented increase of mental health concerns that set them apart from the undergraduate population. UCSF has only graduate and professional students to serve and therefore wants to highlight the needs of these students and motivate service providers on other campuses to act collaboratively on behalf of this often-underserved population. This presentation will debunk myths about graduate students, outline their challenges when striving to maintain or improve their overall wellness and share the coordinated array of programs and services UCSF has developed to support student well-being.
Concurrent Sessions
Thursday, March 15, 2007   (2:30 p.m. – 3:45 p.m.)

Peers Guiding Peers: A Comprehensive Approach to Fostering a Healthy Campus Community
Executive Ballroom, Second Floor
Doug Everhart, Health Educator, University of California, Riverside
Matthew Goodman, Counseling Psychologist, University of California, Riverside
Jennifer Miller, Student Development Educator, University of California, Riverside

Campuses often look for a single “silver bullet” approach to respond to critical campus issues, particularly in times of limited resources. Campuses can also forget to involve students in delivering its message to students. UC Riverside has moved in the opposite direction by addressing a wide variety of social health issues using an approach of comprehensive and collaborative peer education. In response to student feedback and two student suicides, the campus incorporated mental health issues into these programs. This workshop presents how students have become the carriers of the message and not just the target of the message, and how students help to drive the message and not just have the message driven into their heads -- two very powerful concepts that can bring positive results.

Think-Tank: Developing Best Practices for Campus-Wide Collaboration and Management of Students in Acute Distress
Coast Ballroom, Third Floor
Brad Compliment, Ph.D., Director, Counseling Center, University of California, Riverside
Elizabeth Gong-Guy, Ph.D., Director Student Psychological Services, University of California, Los Angeles
Jeffrey P. Prince, Ph.D., Director, Counseling and Psychological Services, University of California, Berkeley
Emil Rodolfa, Ph.D., Director Counseling and Psychological Services, University of California, Davis
Gary Shoemaker, Ph.D., Acting Director, Counseling and Psychological Services, University of California, Santa Cruz
Joe Simanek, J.D., University Counsel, Office of the President
Jeanne Stanford, Ph.D., Acting Director, Counseling Services, University of California, Santa Barbara

The safest campuses are those on which collaborative teams have developed clear and effective protocols for decision-making and communicating about students who are acutely distressed or otherwise at risk. The goal of this “Think Tank” is stimulate discussion among participants regarding the benefits and drawbacks to developing and implementing a variety of model campus protocols. Panelists will present models for protocols such as mandating counseling, managing suicidal students, managing threatening students, and communicating across disciplines and departmental lines. A discussion of the different legal restrictions that apply to the roles of various campus professionals will set the stage for discussing how various protocols might be implemented across disciplines on each UC campus.
Concurrent Sessions
Thursday, March 15, 2007  (2:30 p.m. – 3:45 p.m.)…continued

Student Housing and Mental Health: A Collaborative Approach
Wind and Sea Room, First Floor
Gerald D. Parham, Director, Palo Verde Housing; University of California, Irvine
Thomas A. Parham, Ph.D., Assistant Vice Chancellor, Counseling and Health Services, University of California, Irvine
James A. Parker, Coordinator, Graduate First Year Initiatives, University of California, Irvine

This presentation will identify and discuss a comprehensive/collaborative approach to mental health intervention in a residential community. Data identifying the top four areas of concern for students as reported in the UC Irvine campus mental health assessment will be presented along with current and proposed interventions/programs as proposed and sponsored by a Graduate First Year Initiative and residential life operations. Suggestions for future programs will be solicited for further development.

Life Skills: An Academic Approach to Promoting Student Mental Health
Rose Room, First Floor
Kristen McKinney, Research, Evaluation and Grant Coordinator, Student Development Health Education, University of California, Los Angeles
Pam Viele, Executive Director, Student Development, University of California, Los Angeles

This session examines how institutional data revealed the need for Life Skills for College Women & Men, an undergraduate student development course that provides students with tools for academic success and stress management. The presenters will profile the curriculum and discuss evaluation of student outcomes as measured through a pre/post test evaluation. Students in the course showed an increase in positive coping skills and stress reduction and increased confidence in their academic skills and abilities.

Sexual Orientation and Gender Identity/Expression: Creating Healthy Learning Communities from Campus to UCOP
San Clemente Room, First Floor
Deb Abbott, Director, LGBT Center, University of California, Santa Cruz
Sheri Atkinson, Director, LGBT Center, University of California, Davis
Ronni Sanlo, Director, LGBT Center, University of California, Los Angeles
Shaun Travers, Director, LGBT Center, University of California, San Diego

Lesbian, gay, bisexual, and transgender (LGBT) centers across the system have been in place for over 12 years. They are more than just programming/safe space centers; they are also providing serious services for students with multiple mental health issues. This presentation describes the UC LGBT centers and services, what’s being seen among students on campuses, how students are currently being served by these centers, and how center directors and staff envision expanded services. We also describe how the campuses and UCOP might develop dynamic partnerships in creating healthy environments for this typically underserved and invisible population.
CASE: Mandated College Alcohol and Substance Education at UCSB

Tecolote Room, First Floor

Deborah Fleming, Associate Dean of Students, University of California, Santa Barbara
Ian Kaminsky, Director, Alcohol and Drug Program, University of California, Santa Barbara

UCSB’s CASE program targets underage drinking among first-year students. CASE, mandated for students who violate the residence halls’ “no use” alcohol policy, combines NIAAA Tier 1 strategies into a psychoeducational approach delivered to groups of first-year students over five sessions. CASE clinicians use motivational interviewing, alcohol skills training, NIAAA protocols, and cognitive behavioral therapy to addresses key developmental issues. UCSB piloted CASE with 481 students last year. Program evaluation found statistically significant reductions in number of drinks per week, most drinks per day, times intoxicated in the past month, number of drinking days in a typical week, and number of blackouts in the past month. CASE is also a new model for early intervention with students who may be experiencing a variety of issues during their first year. Through referral, CASE links to both on- and off-campus programs including the courts, hospitals, and other agencies. For example, CASE has proven to be an effective way to identify and refer first-year students who are experiencing other mental health issues such as depression, anxiety, relationship difficulties, or an eating disorder.
Concurrent Sessions
Thursday, March 15, 2007   (4:00 p.m. – 5:15 p.m.)

*Tier Two: Enhancing the Coping Resources and Experiences of Vulnerable Groups*

Coast Ballroom, Third Floor

Deb Abbott, GLBTI, University of California, Santa Cruz
Reina Juarez, Ph.D., Director, University of California, San Diego
Emil Rodolfa, Ph.D., Director, CAPS, University of California, Davis
Gary Shoemaker, Ph.D., Director, University of California, Santa Cruz

The UC Mental Health Committee highlighted the need to enhance services, support and educational and prevention programs for students who are the most vulnerable. This program will provide an overview of ideas gathered from focus groups and describe programs developed for members of vulnerable groups. After brief presentations, session attendees will be encouraged to share their ideas and discuss their own views on how to assist vulnerable groups and make the campus community a healthier, safe, and healthy learning environment.

*An All-Campus Approach to Creating First Generation Success Through Community*

Wind and Sea Room, First Floor

Elizabeth Boretz, Director, Student Advising and Learning Center, University of California, Merced
Jane Lawrence, Vice Chancellor, Student Affairs, University of California, Merced
Charles Nies, Assistant Vice Chancellor, Student Affairs, University of California, Merced

Many first-generation college students arrive with limited understanding of the pressures that they experience on the part of their parents and stereotypical expectations of campus life. As a result, they suffer feelings of alienation and loneliness, and often face serious academic struggles. More than half of UC Merced’s undergraduates are first generation and almost 40% of the fall 2007 freshman applicant pool is first generation. This phenomenon brings with it a particular strength: a high level of value placed upon the concept of community on campus among students. This presentation will explore the difficulties faced by UC Merced’s at-risk students and will demonstrate how campus-wide unified efforts play into the students’ spirit of community to help them adjust to college life. In this highly interactive session, we will share examples of our success-related programs targeted at freshmen that integrate efforts of faculty, student life, learning support, residence life, wellness and other programs.

*Distressed and Distressing Students: Creating a Safety Net for High-Risk Students*

Rose Room, First Floor

Elizabeth Downing, M.D., Acting Medical Director, Student Health, University of California, Santa Barbara
Burt Romotsky, L.C.S.W., Clinical Social Worker, Student Health, University of California, Santa Barbara

This workshop will explore the UCSB Distressed Student Protocol and the Student Health Social Worker role as the single point of contact for distressed students and distressing student situations. The advantages of an on-campus social worker who provides assessments, links with services and serves as a liaison with campus and community services will be discussed. The strengths and challenges of this model involving early intervention for at-risk students will also be examined.
Concurrent Sessions
Thursday, March 15, 2007   (4:00 p.m. – 5:15 p.m.)…continued

*The Student Mentor Team: A New Student Support Model for the Millennial Generation*

San Clemente Room, First Floor

Britt Andreatta, Assistant Dean of Students, University of California, Santa Barbara
Carolyn Buford, Associate Dean of Students, University of California, Santa Barbara

Research indicates that students and their families have different needs and expectations of the college experience than prior generations. Students want and need more visible and direct support that meets their developmental needs. In addition, more students are faced with severe issues regarding their own mental health or a peer's. While institutions have programs in place to meet these needs, FERPA and organizational structures make connecting students to these services inefficient. At UCSB, a unique student support model successfully meets these challenges. This workshop will provide an overview of the Student Mentor Team including its history, the current model, and steps for creating a similar model given current structural and budgetary climates.

*Increasing Access and Utilization through Service Model Changes*

Tecolote Room, First Floor

Elizabeth Gong-Guy, Ph.D., Director, Student Psychological Services, University of California, Los Angeles
Kathleen Lambird, Ph.D., SPS, University of California, Los Angeles
Colby Moss, L.C.S.W., SPS, University of California, Los Angeles

In March of 2006, UCLA’s SPS introduced a series of service model changes resulting in a dramatic increase in student access and utilization of mental health services. Service model changes included (1) limiting advanced intake scheduling; (2) introducing all-day walk-in access to counseling; (3) eliminating fixed intake calendars; (4) introducing routine screening and brief intervention for alcohol and substance use and abuse; (5) instituting a dispersed rotation of low-threshold outreach workshops attached to Stress Clinic groups; and most recently (6) implementing 24-hour access to solution-focused counseling by telephone. Comparing service figures for the first 6 months of FY 05-06 prior to these changes to the comparable period in FY 06-07, these service model changes have resulted in a 17% increase in service utilization, a projected increase of 3,000 visits in FY 06-07. Details of program changes, implementation lessons learned, and trade-offs revealed in the summary data will be discussed.
The Relationship Factor: Addressing the Crucial Link between Healthy Relationships and Student Wellness

Wind and Sea Room, First Floor

Tina Oakland, M.A., Director, Center for Women & Men, University of California, Los Angeles
Christina Miller, Ph.D., Associate Director, Center for Women & Men, University of California, Los Angeles

In recent years an abundance of research in the fields of Health Psychology and Psychophysiology has provided valuable information about student wellness. In a field that has looked at everything from stress to optimism, no factor emerges as more important to the health and wellness of students than the presence of good relationships. The role that relationships play in mental and physical health is by no means simple. Students often lack the skills they need to meet other people, start conversations, choose good partners, develop meaningful friendships, assert themselves, resolve conflicts, and protect themselves. This program will present: a brief overview of this research, a discussion on creating and packaging relationship-focused programs that maximize student participation, and a comprehensive set of programs which addresses these relationship and communication needs, including such programs as Project Date Smart and The Friend Express.
Flash Presentations
Friday, March 16, 2007  (10:15 a.m. – 11:30 a.m.)

Poster-Table Sessions
Friday, March 16, 2007  (11:30 a.m. – 12:15 p.m.)

Canyon Ball Room, First Floor

_The “New” Physical Education_
Ryan Andrews, Executive Director, Office of Physical Education, Recreation & Sports, University of California, Santa Cruz

_UCSB Wellness_
Barb Beainy, Fitness Director, Recreation Center, University of California, Santa Barbara
Yonie Harris, Dean of Students, University of California, Santa Barbara
Sabina White, Director, Health Education, Student Health, University of California, Santa Barbara

_The UCSD Wellness Center Initiative: A Transdisciplinary and Holistic Approach_
Father John Paul Forte, Center for Ethics and Spirituality, University of California, San Diego
Reina Juarez, Ph.D., Director, Psychological and Counseling Services, University of California, San Diego
Dave Koch, Director, Campus Recreation, University of California, San Diego
Brian Murray, M.D., Director, Student Health Services, University of California, San Diego
Jerry Phelps, Ph.D., Psychologist, Psychological and Counseling Services, University of California, San Diego

_Approaching Health and Wellness Topics as a Community at UCR: The Golden ARCHES and R.E.A.C.H. Peer Education Programs_
Doug Everhart, Health Educator, University of California, Riverside
Jami Grosser, Assistant Director, LGBTRC, University of California, Riverside
Jennifer Miller, Student Development Educator, AVC/Dean of Students Office, University of California, Riverside

_Creating and Activating the FITWELL Network_
Mick Deluca, Director, Recreation, University of California, Los Angeles
Liz Gong-Guy, Director, Student Psychological Services, University of California, Los Angeles
Suzanne Seplow, Director, Office of Residential Life, University of California, Los Angeles
Susan Quillan, Director, Student Health Nursing, University of California, Los Angeles

_The Campus Recreation Connection to Creating Healthy Learning Communities_
Jill Schindele, Ed.D., Campus Recreation Director, University of California, Irvine

_A Snapshot of Two UC Davis Wellness Programs_
Diana Davis, Ph.D., Clinical Director, Counseling and Psychological Services, University of California, Davis
Michelle Famula, M.D., Director, Cowell Student Health Center, University of California, Davis

_Vision for a Healthier California_
Paula Flamm, Director, Social Services, University Health Services, University of California, Berkeley
Steve Lustig, Associate Vice Chancellor, Health and Human Services, University of California, Berkeley

_Staying Healthy on a Health Science Campus!_
Al Minvielle, Director, University of California, San Francisco
2007 UC Student Life Retreat Steering Committee

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