Keynote Presentation
Thursday, December 15, 2016 (11:00am – 12:00pm)

Trumping Hate: How Mental Health Practitioners Can Advocate for Social Justice (1 CE)
Kevin Nadal, Ph.D.

In a country in which half of Americans condone or believe in explicit racism, sexism, heterosexism, and ableism, many mental health practitioners may feel despair and hopelessness. However, similar to the ways that historically marginalized communities have fought and overcome atrocities of the past, there is a spectrum of ways in which Americans today can advocate for social justice. Dr. Kevin Nadal will describe how mental health practitioners can use their voices through community organizing and multimedia education, in order to dismantle hate, bias, and microaggressions.

Learning Objectives:
1. Identify practical applications for transforming feelings of despair in mental health providers into social justice advocacy.
2. Identify the ways that historically marginalized communities have fought and overcome injustices of the past, and apply these principles to current threats of racism, sexism, heterosexism, and ableism in a college community.

Skill Building Session Descriptions
Thursday, December 15, 2016 (12:50pm – 2:40pm)

We CAN Do It: Community-Specific Counseling Across the UCs (1.75 CE)
Sheetal Shah, Ph.D., Julienne Correa, & Samantha Chiang

This workshop will offer a clinical and student perspective on how UC Davis uses its culturally-specific program within CAPS to help marginalized students receive counseling, and address
how other UC campuses can implement a culturally-specific counseling model that best fits their needs.

**Learning Objectives:**
1. Describe the Community Advising Network (CAN) as a model for cultural-competent counseling services.
2. Identify ways to address intersecting identities and social justices values with mental health needs of a diverse student body.
3. Utilize the CAN model as a way to consider increasing cultural competence around mental health services.

**Building for Eternity: The Application of African Center Concepts in Delivering Mental Health Services (1.75 CEs)**
Thomas A. Parham, Ph.D.

Through the use of case examples, the presenter will help participants gain a better appreciation of culturally different models and methods of intervention with African American people. Participants will examine some of their own biases and assumptions and augment their existing skill sets with specific intervention techniques and strategies that will help them to more effectively intervene with people of African descent.

**Learning Objectives:**
1. Articulate the need for a culturally different worldview in mental health treatment with African Descent people.
2. Define the notion of culture and how it manifests in counseling situations.
3. Identify specific skills which can be used in working with culturally different clients in general and African Americans in particular.

**Mindful Practice: Effective Strategies to Support Foster Youth on College Campuses (1.75 CEs)**
Deborah Lowe Martinez, J.D., Janet Sherwood, J.D., CWLS, & Jeanine Baillie, Psy.D.

Foster youth are among the most underrepresented student populations on college campuses with only 1-3% graduating. Why is this so? In this Skill Building Workshop for mental health practitioners, we will explore causes for this abysmal statistic, importance of having trauma informed practitioners as foster youth liaisons and effective strategies for positive student development and engagement.

**Learning Objectives:**
1. Identify at least 1-2 challenges foster youth face in attaining a college education.
2. Identify 1-2 ways in which adverse child experiences (ACES) impact adult health and development outcomes.
3. Recognize the mental health risk and resiliency factors for foster youth in a university setting from a multicultural perspective.
4. Identify unconscious biases and assumptions about foster youth, identify barriers to care and safety, and explore the application of trauma-based interventions.
Students Direct Change through Filmmaking: Mental Health Through the Lens of Culture (1.75 CEs)
Stan Collins

The Directing Change Program & Film Contest engages diverse students to communicate about mental health and suicide prevention by submitting 60-second films. In this workshop attendees will judge youth films while learning to applying safe messaging guidelines to demonstrate student learning outcomes and will examine how this innovative program uses a culturally responsive outreach model to engage diverse students.

Learning Objectives:
1. Summarize Directing Change Program and Film contest and its objectives, evaluation methodology and outcomes related to suicide prevention and mental health, and the influence of culture on these topics.
2. Apply safe messaging for suicide prevention and mental health guidelines, through a “mock” film judging process of youth “Through the Lens of Culture” films.
3. Describe how educators can adapt the program to meet the needs of students and address mental health and suicide prevention on campus.

Transgender, Non-Binary and Genderqueer Clients (1.75 CEs)
Christine Dolan, M.Ed., Emmie Matsuno, M.A., Max Rorty, LCSW & Rachel Gloger

Clinicians sometimes stumble when working with transgender clients. Best practices include specific attention to clinical setting infrastructure and intake forms and an ongoing awareness of historical helping-professional treatment of trans people. Skill building will focus on how to demonstrate and maintain a welcoming and affirming practice for transgender, non-binary and gender-diverse people.

Learning Objectives:
1. Distinguish between sex, gender, gender identity and sexual preference and how this relates to providing culturally responsive clinical services.
2. Develop a demographic collection tool that respects trans and queer identity categories.

Friday, December 16, 2016 (1:00pm -2:50pm)

We Need to Talk: CBT as a Culturally Affirming Campus Staff Tool for Tackling Difficult Conversations (1.75 CEs)
Isela Pena-Rager, M.A. & Jung Yi, Ph.D.

Learn how to work across departments and across disciplines to develop a program that engages a campus community in discussions about how to have difficult or uncomfortable conversations with students using cognitive behavioral therapy (CBT) and intercultural communication theory. Participants will experience a demonstration of a UC Berkeley "We Need to Talk" workshop.
Learning Objectives:
1. Identify automatic negative thoughts, unhelpful thinking styles, and/or intercultural development stages that impact mental health treatment with clients.
2. Recognize culturally affirming alternative thoughts using cognitive behavioral thought records.
3. Describe 1 way in which a “We Need to Talk” workshop series model can be implemented on a college campus.

The Student Activist in the Mirror: Reflections on Parallel Processes in Work Sustainability (1.75 CEs)
Ginger Villareal Armas, Ph.D. & Roberto D. Luna, Psy.D.

There are parallel processes in dealing with burnout for clinicians, their supervisors, & student activists. Clinicians, who provide outreach/psychotherapy for activists (especially those from underserved populations), & their supervisors will gain knowledge through experiential learning facilitated by Drs. Armas & Luna, who discuss their work in engaging activist communities; implementing a Sustainable Activism Workshop Series; & utilizing practices for sustaining work during the sociopolitical climate on today’s campuses.

Learning Objectives:
1. Identify the effects of the current sociopolitical climate on college students from underserved communities.
2. Develop effective ways to cultivate rapport with students, who are often marginalized.
3. Identify the cultural/diversity issues influencing the self-efficacy of student activists.

Addressing Hate Speech on Campus: What is its Impact, and What Can we Do About It? (1.75 CEs)
Katy Dorsheimer, Ph.D., Heather Jett, Psy.D. & Mekeisha S Buffaloe, M.A.

This workshop will educate participants about hate speech, including the numerous levels our students are exposed to it, and its impact on mental health. We will address strategies for university mental health professionals to offer prevention and intervention in regards to hate speech. Finally, we will facilitate dialogue about challenges to acting as an advocate in this realm.

Learning Objectives:
1. Describe hate speech and how it affects student mental health.
2. Identify strategies for outreach, consultation, and intervention with campus partners to address mental health needs of a diverse campus.

Integrating Cultural Consideration in Clinical Supervision (1.75 CEs)
Ayala Ofek, Psy.D. & Elizabeth Hernandez, M.A.

Clinical supervisors typically report valuing multiculturally competent practice and supervision. However, a gap exists between placing a value on multicultural competence and practice itself. This workshop will provide clinical supervisors with knowledge, awareness, and skills aimed to enhance their effectiveness in addressing cultural and contextual factors in supervision.
Learning Objectives:
1. Articulate importance of reasons to incorporate culture in supervision to promote the ability of trainee-therapist to serve a diverse student population.
2. Identify best practices in culturally competent supervision to promote the ability of trainee-therapist to serve a diverse student population.
3. Apply skills aimed at enhancing cultural competence in supervision to serve a diverse student population.

Panel Discussions
Thursday, December 15, 2016 (2:50pm -3:50pm)

Cultural Competency from a Student Activist Lens (1 CE)
Nicole Green, Ph.D., Aaliya Khan, Robert Gardner, Katie Patel & Nushi Yapabandara

Given the campus climate, the need of cultural competency within mental health services has been one of the largest issues identified by students recently. In this panel, student activists will address the benefits and necessity of diversity within CAPS for students and the intersectionality with other movements, with an opportunity for questions and answers.

Learning Objectives:
1. Identify 1-2 specific mental health needs for diverse students and student activists specifically.
2. Describe how different communities benefit from diverse services and how the lack thereof can be harmful.
3. Identify methods that incorporate student input into the development of services delivered on the University campuses.

Introducing, the Steve Fund: Supporting the Mental Health of College Students of Color (1 CE)
Jan Collins-Eaglin, Ph.D. & Jeanne Manese, Ph.D.

TSF is the nation’s only non-profit organization focused on the emotional well-being of students of color. Presenters will discuss the national scope of the organization’s work. The Steve Fund’s mission and activities which include building knowledge and thought leadership, creating programs and strategic partnerships, promoting awareness and dialogue and producing immediate impact for students through tech innovations will be overviewed.

Learning Objectives:
1. Identify new resources aimed at improving the mental health for students’ of color.
2. Describe at least three issues that impact the mental health of students of color.
3. Analyze how mental health agencies can partner with other agencies to address and improve the mental health of students of color on a diverse campus.

Understanding the Basic Needs of Our Students: A Multi-Campus Discussion (1 CE)
Lori Weiner, MSW, LCSW, Irma Murphy, MSW, LCSW, Karen Minero Ph.D., Serifa De la Cruz M.A., & Soriaiya Khamisa, MSW

The University of California, Irvine Counseling Center is approved by the American Psychological Association to sponsor continuing education for psychologists. The University of California, Irvine Counseling Center maintains responsibility for this program and its content.
This panel discussion will explore basic needs UC students report on two campuses, UCLA and UCSD. The panelists will discuss concerns related to food insecurity, housing insecurity, financial hardship, and medical access. Additionally, panelists will review current and upcoming resources and initiatives on their campuses as well as the UC-wide Global Food Initiative.

**Learning Objectives:**
1. Identify at least 1 current possible unmet basic need faced by students in the UC system.
2. Identify UC-wide and campus specific initiatives developed to respond to the basic concerns of students on campuses.
3. Identify how mental health providers can recognize and respond to students with unmet basic needs.

**Developing Culturally-Appropriate Outreach and Counseling Services for Young African American Men (1 CE)**
Nicki King, Ph.D., Kayton Carter, M.A. & Carolyn Murray, Ph.D.

Young African American men (aged 18-26) are often characterized by teachers, counselors and others helping professionals as “oppositional”. The perceived undesirable behaviors mask a high level of psychological distress, and this group has the second-highest rate of completed suicides. The panel members discuss the problems faced by this underserved population, and how services might be more culturally responsive.

**Learning Objectives:**
1. Recognize signs of emotional distress in young African American men.
2. Identify culturally-responsive strategies for outreach and service to young African American men.
3. Identify how to support "safe spaces" for at-risk students, including African American men.

**Immigration and Mental Health (1 CE)**
Sheetal Shah, Ph.D. & Sanjana Nidugondi

The relationship between an individual's mental health and the marginalization of their social identities is increasingly apparent with the US' current political climate. Through analyzing statistics and hearing the stories of UC students, we hope to gain a better understanding of how immigration and citizenship status can impact one's mental health.

**Learning Objectives:**
1. Identify the specific mental health needs of students who have immigrated.
2. Identify factors that contribute to difficulty in accessing mental health resources for students who have immigrated.
3. Create an action plan of steps that staff can take to become more educated about these communities and offer specialized support.

**Using Technology on College Campuses to Target Underserved Populations (1CE)**
Gary Dunn, Ph.D., Libby Craig, Rodolfo Victoria, Ph.D., Darren Piercey, Ph.D. & Kevin Ramotar, Psy.D.
Social media, texting, virtual reality are all common in today’s world and yet barely existed twenty years ago. Our panel looks at how we can use technology to meet the needs of an increasingly diverse college campus. Moderated by a CAPS Director, the panelists will include an on-line therapy program, a crisis text hotline, and UC CAPS staff members who verse technology at their centers.

**Learning Objectives:**
1. Identify the pros and cons of using various technologies in a college counseling environment.
2. Identify 1-2 strategies for implementing the use of technology on a University college counseling center.

**Friday, December 16, 2016 (11:10am -12:10pm)**

**Keeping the Faith: Culturally Mindful Mentorship with Womyn of Color (1 CE)**
Cynthia Medina, Ph.D., Sheetal Shah, Ph.D., Taisha Caldwell-Harvey, Ph.D., Jeanne Manese, Ph.D., Nita Tewari, Ph.D., Anjuli Amin, Ph.D. & Susan Ramirez, Ph.D.

This session seeks to address important components in multicultural mentoring within psychology by introducing Dr. Joseph L. White’s model of multicultural mentoring, demonstrating (via personal narratives) how cross-cultural mentoring has been put into actual practice to promote the psychological and professional well-being of women of color within psychology, and providing concrete tools on how to negotiate racial, gender, and cultural differences, and specifically, how to effectively mentor women of color in an empowering and culturally appropriate way.

**Learning Objectives:**
1. Describe Dr. Joseph L. White’s model of multicultural mentoring.
2. Demonstrate how cross-cultural mentoring has been put into actual practice to promote well-being of women of color and historically marginalized communities.
3. Identify concrete tools on how to negotiate racial, gender, and cultural differences, and specifically, how to effectively mentor women of color.

Amanda Han, Psy.D., & Matthew Mock, Ph.D.

After providing an overview of specific challenges faced by diverse Asian students, panelists will discuss best practices essential for working with diverse Asian populations. Unique clinical assessment, intervention strategies, and administrative management will be discussed regarding suicidal concerns.

**Learning Objectives:**
1. Describe key elements of administrative management
2. Identify systematic strategies to prevent suicide.
3. Utilize strategies and practices to develop programs and campus-wide outreach services.
4. Identify available resources for students and clinicians.

**Culturally Responsive Support for Undocumented Students (1 CE)**

Diana Peña, Ph.D., Elizabeth Hernandez, M.S., Saeromi Kim, Ph.D., Karina Ramos, Ph.D., & Esmeralda Zamudio

This year’s election cycle amplified public attention to anti-immigrant sentiment, adding additional stress to undocumented students’ lives. Panelists from 4 UC’s highlight culturally responsive interventions that acknowledge xenophobia and discrimination through: group therapy, individual coping skills, healing circles, workshops, and campus partner collaborations.

**Learning Objectives:**
Participants will be able to:
1. Describe 1-2 challenges faced by undocumented students in relation to anti-immigrant sentiment.
2. List 2-3 intervention approaches to support undocumented students on college campus.
3. List 1-2 ideas for cross-campus collaboration and partnership to address needs for undocumented students.

**Eating Disorders in the LGBTQ Population: Innovative Strategies for Student Engagement (1 CE)**

Casey N. Tallent, Ph.D. & Sarah Joy Park, Psy.D.

A disproportionate number of the LGBTQ community are impacted by eating disorders and other comorbid concerns, including anxiety and major depressive disorders. Panelists will present current statistics and trends of eating disorders in the LGBTQ student population. Recommendations for innovative engagement strategies and treatment will be provided.

**Learning Objectives:**
1. Articulate current statistics and trends of eating disorders in the LGBTQ community to better serve those individuals on a college campus.
2. Provide examples of how to connect and reach out to individuals with eating disorders in the LGBTQ community.

**Trauma Focused Psychologists in the UC's: Looking at Emerging Best Practices in Behavioral Health Support For Survivors of IPV on College Campuses (1 CE)**

Kali Lantrip, Ph.D., Lissa Lim, Ph.D. & Luisa Ladd, Psy.D.

This panel discussion will include three trauma-focused psychologists housed at different UC campuses. Each panelist will discuss how they approach their position from multiculturally relevant and sensitive perspective acknowledging the importance of intersections of identity in trauma-focused therapy and case coordination as well as with consultation and training of campus stakeholders.

**Learning Objectives:**
1. Describe how traditional mental health models and traditional campus/community advocacy can collaborate in new and unique ways to better interweave services.
2. Articulate how “trauma sensitive” therapy, advocacy, and/or empowerment can be inclusive of the diversity of students we serve.