

DEPRESSION ON COLLEGE CAMPUSES

CONFERENCE **MARCH 13-14, 2018**

REDESIGNING STRUCTURES,
SPACES, AND PROCESSES
TO PROMOTE WELLNESS



Special Thanks to our Donors

The Depression on College Campuses Conference organizers would like to thank the following for their financial contributions to this effort. Without their support and collaboration, this University-wide initiative would not be possible. Sponsors did not influence or determine the educational content of the conference.

Foundations

George Orley Mental Wellness Initiative
William and Lisa Ford Foundation

Individuals

Ada Louise Wilkie, *in memory of Nancy Corinne Lombardi*
Friends and family of Nancy Corinne Lombardi and Corinne J. Lombardi
Katherine and Tom Goldberg

University of Michigan

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Athletic Department
College of Pharmacy
College of Literature, Science, and the Arts
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2018 Depression on College Campuses Conference Planning Committee

John F. Greden, MD, Co-Chair

*Rachel Upjohn Professor of Psychiatry and Clinical
Neurosciences*

*Executive Director, University of Michigan
Depression Center*

*Founding Chair, National Network of Depression
Centers (NNDCC)*

*Research Professor, Molecular and Behavioral
Neuroscience Institute*

Daniel Eisenberg, PhD, Co-Chair

*Associate Professor of Health Management and
Policy, School of Public Health and Institute for
Social Research*

*Director, Healthy Minds Network, School of Public
Health*

Todd Sevig, PhD, Co-Chair

Director, Counseling and Psychological Services

*Chair, University of Michigan Mental Health Work
Group*

Mary Jo Desprez, MA

Director, Wolverine Wellness

University Health Service

Mattison Ellis

*Undergraduate Student, College of Literature,
Science & the Arts*

*Director of Active Minds Chapter, University of
Michigan*

Angie Farrehi, MA, LLP

*Director, Office of Student Support and
Accountability*

College of Engineering

Caitlin Ferguson, MA

*Program Manager, Experiential Education and
Community Engagement*

College of Pharmacy

Rachel Glick, MD

*Clinical Associate Professor and Associate Chair for
Clinical and Administrative Affairs*

Department of Psychiatry, Medical School

Rebecca Lindsay, MPH, CHES

*Research Program Manager, Youth Depression and
Suicide Prevention Program*

Department of Psychiatry

Sarah Ketchen Lipson, PhD, MEd

*Research Assistant Professor of Health
Management and Policy, School of Public Health*

*Assistant Director, Healthy Minds Network, School
of Public Health*

Mallory Martin-Ferguson, MEd

*Associate Director Housing, Student Conduct and
Conflict Resolution*

University Housing

Trish Meyer, EdM

Manager, Strategic Initiatives Catalyst

Institute for Healthcare Policy and Innovation

Toni Morales, MSW

Academic Standards Board Member

College of Literature, Science, and the Arts

Morgan Rondinelli

Undergraduate Student

College of Literature, Science & the Arts

Lizelle Salazar, MPH

Outreach & Education Program Coordinator

Depression Center

Stephanie Salazar, MPH, CHES

Outreach & Education Program Manager

Depression Center

Howard Saulles, OD

Interim Director and Chief of the Eye Care Clinic

University Health Service

Stuart Segal, PhD

Director

Office of Services for Students with Disabilities

Tracy Wright, RN

*Nurse Consultant and Student Critical Events
Coordinator*

Division of Student Life

*All Committee Members are part of the University
of Michigan mental health care community.*

To recognize outstanding student leadership in the area of campus mental health, the University of Michigan initiated the Student Mental Health Advocate Award in 2007. The undergraduate and graduate students who have been nominated from across the country have all made a significant impact in their campus communities by raising awareness of mental health issues, advocating for mental health services on campus, and helping to reduce the stigma of depressive illnesses.

Originally, students from the University of Michigan were not eligible to receive the award, in order to avoid any possible appearance of conflict of interest on the part of the conference planning committee members who select the award recipient. However, beginning in 2009 the committee decided to offer two categories for this award — one for students from the University of Michigan, and one for students from other schools — allowing us to honor student advocacy around the country as well as on our own campus.

2018 STUDENT MENTAL HEALTH ADVOCATE AWARD RECIPIENT

Samuel Orley

Senior, University of Michigan

Major: Bachelor of Business Administration

Sam Orley is a Senior at the University of Michigan's Ross School of Business and the Executive Director of Wolverine Support Network (WSN), one of the nations' first collegiate peer-to-peer support models. Sam, along with his sister and parents, helped to create the George Orley Mental Wellness Initiative in memory of Sam's brother, George, who died by suicide at age 20.

In Sam's four years with WSN, he has helped it grow to 30 support groups with over 500 student members. Sam is a tireless force behind WSN, working to recruit new members and group leaders, organize trainings, and serve as a role model for reducing stigma around mental health. It is clear that Sam has a passion for raising awareness of the unique issues related to mental health on campus, and in forwarding the peer-to-peer mission of WSN. Sam has played a key role in helping to expand the work of WSN to other high schools and universities across the country. It's obvious in working with Sam that WSN is so much more than a student organization. It is truly a family of students who work collaboratively to destigmatize mental health issues and help students find multiple avenues to seek help and support. He is inspiring students to see help-seeking as a strength, and mental health and well-being as a holistic pursuit that no one can do alone.

In short, Sam is a dedicated and passionate advocate for transforming social norms and improving the mental health of his peers. Sam's willingness and enthusiasm, to develop WSN into a program serving hundreds of U of M students and to serve as a role-model on the importance of peer support and mental wellness are the perfect embodiment of what it means to be Leaders and Best at Michigan.

Nominated by: Nancy Davis, Director of Development, Michigan Medicine; Luke Henke, PsyD, Coordinator of Peer Initiatives, Staff Psychologist, Counseling and Psychological Services; Jordan Lazarus, Undergraduate Student; Joy Pehlke, MEd, Health Educator & Wellness Coach, Wolverine Wellness; Cheyenne Stone, U-M alumni, former WSN member

2018 STUDENT MENTAL HEALTH ADVOCATE AWARD RECIPIENT

Megan Larson

Senior, University of California, Los Angeles

Major: Biology/Study of Religion

Megan Larson is an undergraduate at the University of California, Los Angeles, majoring in Biology and the Study of Religion. Megan is a passionate leader of mental health advocacy on her campus. She is most well-known for the co-creation of the Mind Your Mind coloring books. These remarkable coloring books combined the trendiness of adult coloring as a self-care practice, with awareness building about mental health. Each page turn reveals a piece of art created by Megan or another UCLA student that represents a different mental illness. On one side of the page, people can color in the artwork, and on the other, they will read about different mental illnesses. The popular coloring book was sold all over campus, bringing awareness to mental health while raising money for the Active Minds national mental health movement. Because of this coloring book, Active Minds at UCLA was one of the highest achieving fundraising chapters in the nation.

In addition to the coloring book, Megan is the co-creator of the phrase VAR: Validate, Affirm, Refer. The phrase was coined in response to Megan and a co-leader's realization that they are often approached by peers who express everyday mental health struggles and didn't always know how to respond. VAR empowers students to respond to their peers' everyday struggles effectively and productively.

Megan is a strong and compassionate leader among her peers in the arena of mental health and social justice.

Nominated by: Rebecca Fein, MPH, California Statewide Program Manager, Active Minds

CONGRATULATIONS

General Conference Information

SAVE THE DATE FOR 2019!

Our 17th annual conference will take place on **March 13-14, 2019**.

We hope you can join us!

Conference Materials

In an effort to be environmentally responsible, we did not print copies of the plenary session PowerPoint slides. However, all materials from the 2018 Depression on College Campuses Conference, including PowerPoint presentations, handouts, and articles, will be posted (with permission) on the Depression Center website following the conference: www.depressioncenter.org/docc. If you feel that you need a hard copy of the plenary session slides, there are a limited number available at the registration desk.

Emotional Support

If you find that you need additional emotional support at any time during the conference, please locate a conference planning committee member or volunteer (designated by a white or orange ribbon on their name tag) and they will direct you to someone with whom you can speak in a private setting.

Continuing Education Credit

To obtain continuing education credit for **certified health education specialists, national board certified counselors, or social workers**, you must sign in at each concurrent session and workshop that you attend (you do not need to sign in for the plenary sessions in the auditorium). You must also complete an evaluation form for each session that you attend. At the conclusion of the conference, you are responsible for picking up your CE certificate at the Continuing Education area near the registration table in the lobby.

Lunch

For those of you who have pre-registered for lunch on Wednesday, March 14, please walk over to the Michigan League, across the street from Rackham, at noon. Take the stairs or elevator to the second floor, and follow signs to the Ballroom. Please present conference staff with your lunch ticket (available at the registration desk). If you have not registered for lunch and would like to do so, you can pay the \$15 fee at the registration desk. For other meal options, see page 7.

Additional Information

Free educational and informational materials from a variety of organizations will be available on tables in the main lobby. Please take a moment during the breaks to look through these resources.

Shuttle Service

Shuttle service to and from the conference will be provided between the Hampton Inn South and the Rackham Graduate School. The shuttle will run every 15 minutes from 12:00 pm–1:00 pm and 5:30–6:30 pm on March 13th, and from 8:00–9:00 a.m. and 3:00–4:30 pm on March 14th.

Restrooms

There are restrooms on each floor of the Rackham building. Women's restrooms are on the west side of the building, and Men's restrooms are on the east side of the building. Gender neutral restrooms are on the third floor.

Join the conversation! Follow **#DoCC18** during the conference for updates and additional information!



Dining in Downtown Ann Arbor

Dining options abound in downtown Ann Arbor:

From Rackham Graduate School, walk one and a half blocks west and take a left onto State Street, where options include

- (A) **Buffalo Wild Wings**, 205 S. State
- (B) **Totoro Japanese Restaurant**, 215 S. State
- (C) **Sava's State Street Café**, 216 S. State
- (D) **Red Hawk Bar & Grill**, 316 S. State
- (E) **Ashley's Restaurant and Pub**, 338 S. State

From State St. head west on Liberty and you'll find:

- (F) **Mani Osteria**, 341 E Liberty St.
- Isalita**, 341 E Liberty St.

Continue west on Liberty, and you'll hit Main Street where the choices include:

- (G) **Café Felix**, 204 S. Main (French bistro)
- (H) **bd's Mongolian Grill**, 200 S. Main
- (I) **Gratzi**, 326 S. Main (Italian)
- (J) **The Real Seafood Company**, 341 S. Main
- (K) **The Ravens Club**, 207 S. Main (rustic, farm-to-table cuisine)

Continuing west on Liberty past Main Street, you'll find

- (L) **Pacific Rim**, 114 W. Liberty, a pan-Asian restaurant considered one of Ann Arbor's best.

For what many consider the best happy hour in Ann Arbor, check out the

- (M) **Earle Downtown**, 121 W. Washington, off of Main and one block north of Liberty.

If your taste runs to handcrafted beers, go across the street from the Earle to the

- (N) **Grizzly Peak Brewing Company**, 120 W. Washington Street, for a choice of many different beers brewed onsite, as well as a comprehensive food menu.

Or, take Fourth or Fifth Avenues north of downtown to the historic Kerrytown Market. Just northeast of the shops is an Ann Arbor institution,

- (O) **Zingerman's Deli**, at 422 Detroit St.

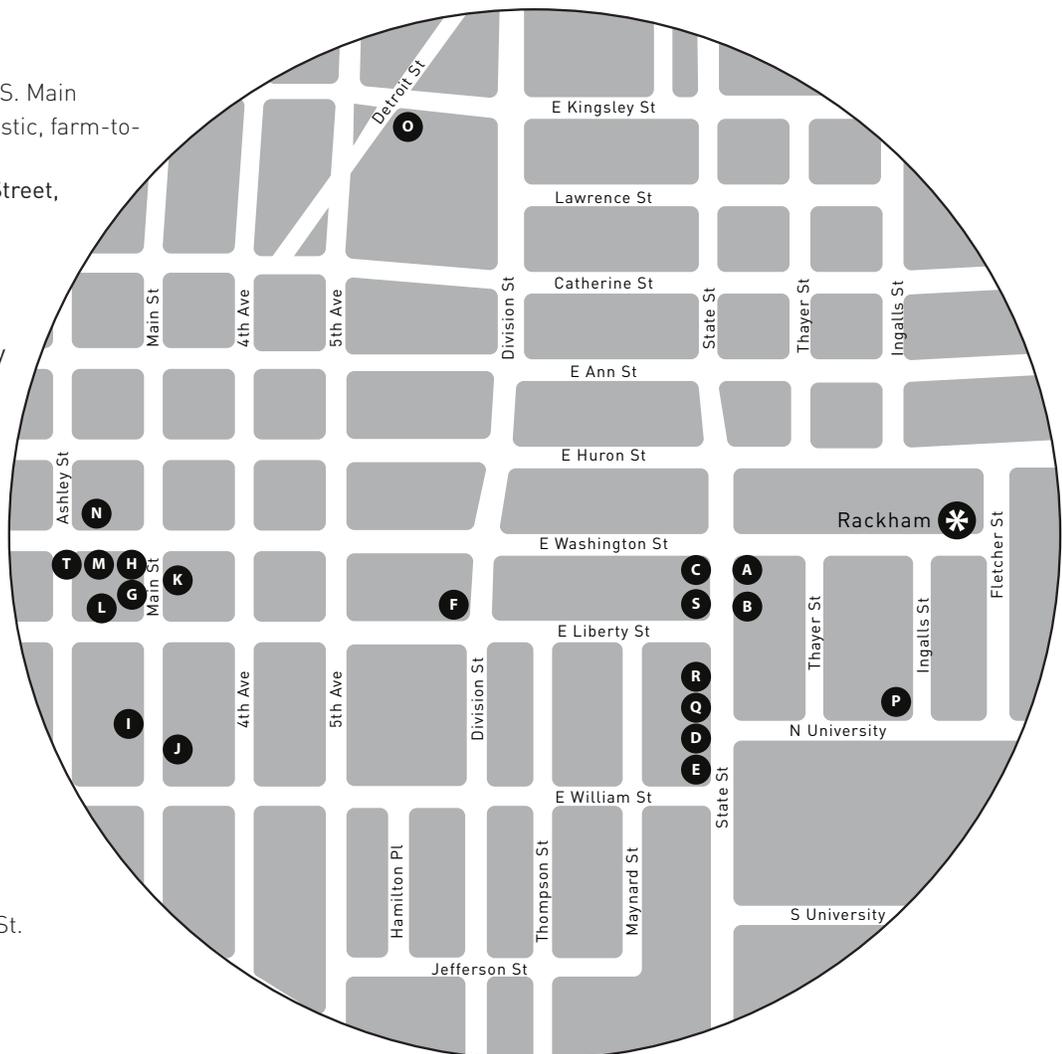
Internet Access

The Michigan League has public access computers in their

- (P) **"Cyber Lounge"** on the basement level. From Rackham, walk straight (south) across Washington and past the Alumni Center. The League is on your left before you get to North University.

Coffee Houses with Internet:

- (Q) **Espresso Royale**, 324 S. State
- (R) **Roasting Plant**, 312 S. State
- (S) **Starbucks**, corner of Liberty and State
- (T) **Sweetwater Cafe**, 123 W. Washington
- (O) **Zingerman's**, 418 Detroit



Mental Health Resources for U-M Students

Addiction Treatment Services (UMATS)

Offers clinical care for people recovering from addiction and chemical dependency, including assessments and a full range of therapy options. medicine.umich.edu/dept/psychiatry/programs/addiction-center/treatment

Athletes Connected

A collaborative initiative developed by the University of Michigan School of Public Health, Depression Center, and Athletic Department to increase awareness of mental health issues, reduce the stigma of help-seeking, and promote positive coping skills among student athletes. athletesconnected.umich.edu

Campus Mind Works

A website and outreach initiative developed by the U-M Depression Center which provides support for students with mental health disorders. The website contains an extensive database to help students easily locate the most appropriate support resources for their particular needs. In addition, the site provides self-care tools and strategies to help students manage their symptoms and stay healthy within the context of college life. campusmindworks.org

Counseling and Psychological Services (CAPS)

Offers a variety of services to help students resolve personal difficulties and acquire the skills, attitudes, and knowledge that will enable them to take full advantage of their experiences at U-M. caps.umich.edu

MI Talk

A website with mental health resources such as online screenings for depression and anxiety, skill-building tools, and recorded workshops, lectures, and relaxation exercises. mitalk.umich.edu

Michigan Medicine Comprehensive Eating Disorders Program

The U-M Comprehensive Eating Disorders Program provides individualized, compassionate, evidence-based care for patients age 8-24 with eating disorders. uofmhealth.org/conditions-treatments/eatingdisorders

Office of Services for Students with Disabilities

The mission of the Office of Services for Students with Disabilities is to support the University's commitment to equity and diversity by providing support services and academic accommodations to students with disabilities. Disabilities include students with mental health conditions, visual impairments, learning disabilities, ADHD, traumatic brain injury, autism spectrum disorders, mobility impairments, hearing impairments, and chronic health problems. ssd.umich.edu

Office of Student Conflict Resolution (OSCR)

OSCR has, among its responsibilities, the commitment to help students learn skills for managing conflict in daily life. oscr.umich.edu

Psychiatric Emergency Services

Psychiatric Emergency Services (PES) provides emergency/urgent walk-in evaluation and crisis phone services 24 hours a day, 7 days a week, for people of all ages. Located in the University of Michigan Hospital, 1500 East Medical Center Drive. (734) 936-5900 medicine.umich.edu/dept/psychiatry/patient-care/psychiatric-emergency-service

Psychological Clinic

A wide range of mental health services for those who are 18 years and older and includes individual and group therapy. mari.umich.edu/psych-clinic/

PULSE (Peers Utilizing Leadership Skills for Education)

A student-run organization sponsored by University Health Services promoting health and wellness in residential communities, Greek houses, and across campus through peer interactions and informative programming. Have questions? Email askpulse@umich.edu. www.uhs.umich.edu/pulse

SAPAC (Sexual Assault Prevention and Awareness Center)

Educational and supportive services for the U-M community for sexual assault, dating/domestic violence, sexual harassment, and stalking. sapac.umich.edu

Spectrum Center

Education, information and advocacy services to create an open, safe, and inclusive environment for LGBTQ+ members of the campus community. spectrumcenter.umich.edu

Student Life

Student Life consists of many critical services that support University of Michigan students and help them to get the most out of their time at the University. The Office of the Vice President for Student Life houses the central location for Student Life, which is committed to preparing students to live lives of dignity and purpose, to channel new knowledge to humane ends, and to promote the public good. studentlife.umich.edu

University Health Service

A comprehensive campus health resource. Offers wellness coaching at no cost. Includes the Body-Peace Corps, a sponsored student organization whose members are passionate about promoting positive body image and preventing eating disorders. uhs.umich.edu

ADDITIONAL ADVISING RESOURCES

College of Literature, Science, and the Arts

Newnan Academic Advising Center
1255 Angell Hall, 435 South State Street
734-764-0332
lsa.umich.edu/advising/
email: ask.lsa.advising@umich.edu

College of Engineering

Office of Student Support and Accountability
129 Chrysler Center
734-615-1405
studentaffairs.engin.umich.edu/
ossa.engin.umich.edu/

Rackham Graduate School

Graduate Student Success
Suite 1530 Rackham Building
915 E. Washington
734-647-4013
rackham.umich.edu

Resources for the Public

Active Minds

Powered by a network of student advocates, Active Minds is the nation's premier nonprofit organization supporting mental health awareness and education for students.

www.activeminds.org

American Association of Suicidology (AAS)

Promotes the understanding and prevention of suicide and support those who have been affected by it.

www.suicidology.org

American Psychiatric Association (APA)

Information about mental health from the APA, the world's largest psychiatric organization.

www.psychiatry.org/patients-families

American Foundation for Suicide Prevention (AFSP)

Works toward understanding and preventing suicide through research, policy and education, and reaching out to people with mood disorders and those affected by suicide.

www.afsp.org

Anxiety and Depression Association of America (ADAA)

Non-profit organization dedicated to the prevention, treatment, and cure of anxiety, depressive, obsessive-compulsive, and trauma-related disorders through education, practice, and research.

www.adaa.org

Depression and Bipolar Support Alliance (DBSA)

Patient-directed organization focusing on depression and bipolar disorder. DBSA works to ensure that people living with mood disorders are treated equitably.

www.dbsalliance.org

Families for Depression Awareness

Helps families recognize and cope with depressive disorders.

www.familyaware.org

Heinz C. Prechter Bipolar Research Program

Based at the U-M Depression Center, with collaborations with other prominent academic medical institutions, the Prechter Program supports cutting-edge research in psychiatric genetics, pediatric bipolar disorder, neuroimaging and neuroscience in order to find a cure for bipolar disease.

www.prechterfund.org

The Jed Foundation

The Jed Foundation is one of the nation's leading organizations working to reduce emotional distress and prevent suicide among teens and young adults. The Jed Foundation has programs for colleges, high schools, students, and parents.

www.jedfoundation.org

National Institute of Mental Health

Information about mental health from the U.S. government.

www.nimh.nih.gov

Seize the Awkward

Ad campaign developed by the American Foundation for Suicide Prevention, in partnership with the Jed Foundation and the Ad Council, to empower teens and young adults to reach out and help a friend who may be struggling with their mental health.

seizetheawkward.org

Suicide Prevention Resource Center

A federally funded organization that provides prevention support, training, and resource materials to strengthen suicide prevention networks.

www.sprc.org

ULifeline

An online resource center for college student mental health and emotional well being, aimed at students and campus professionals.

www.ulifeline.org

University Center for the Child & the Family (UCCF)

Offers a comprehensive range of mental health services for children and families in the Ann Arbor community. Research opportunities are available for qualifying individuals.

mari.umich.edu/uccf/

University of Michigan Depression Center

The University of Michigan Depression Center is the first ever multi-disciplinary center dedicated to research, education, and treatment of depressive and bipolar illnesses. The Depression Center brings together the world-class resources of Michigan Medicine and many of the U-M Schools and Colleges. The result: a unified approach to diagnosing, understanding, treating—and eventually preventing—depression.

www.depressioncenter.org

Continuing Education Credits

Continuing education credits are available for certified counselors and social workers.

In order to obtain continuing education credits: Please sign in and out of each workshop and concurrent session that you attend, and complete an evaluation for each presentation that you attend, as well as for the overall conference. **At the end of the conference, please pick up your continuing education forms in the lobby.**

This program is approved by the National Association of Social Workers (Approval # 886437768-7343) and the Michigan Social Work Continuing Education Collaborative (Approved Provider # MICEC-0063) for 9 Clinical Social Work continuing education contact hours.

This program has been approved by the National Board for Certified Counselors for NBCC credit. The Depression Center is solely responsible for all aspects of the program. NBCC-Approved Single Program Number: SP-2986.

This program is designated for Certified Health Education Specialists (CHES) and/or Master Certified Health Education Specialists (MCHES) to receive up to 9.0 total Category I contact education contact hours. Maximum advanced-level continuing education contact hours available are 0.

Opening Keynote

The University of Michigan Medical School is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians. The University of Michigan Medical School designates this live activity for a maximum of 1 AMA PRA Category 1 Credit(s)[™]. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

EVALUATION FORMS

*Please remember to complete an evaluation form for each session you attend, and for the overall conference. Evaluation forms for the overall conference and plenary sessions can be picked up at the **registration table in the lobby**. Evaluation forms for workshop and concurrent sessions are **located in the session rooms**. You can drop completed forms in the Evaluation Forms boxes in the lobby, or give them to a volunteer. These evaluations will help us to plan for future conferences*

THANK YOU!

Poster Session Titles

- 1. Bleeding at the Roots: Post-Secondary Student Mental Health and Nature Affiliation**
*Eric Windhorst, MA**; *Allison Williams, PhD***
*Brock University
**McMaster University
- 2. College Student Adjustment: Examination of Personal and Environmental Characteristics**
Aleksandra Stoklosa, PhD; *Ellen Barrett-Becker, PhD*; *Jeffrey Kuentzel, PhD*; *Kristin Van de Laar, PhD*; *Angela Fedewa, PhD*; *Vivian Stovall, PsyD*; *Laina Wirgau, MA*; *Stephen Hillman, PhD*
Wayne State University
- 3. Creative Outreach Programming to Form an Environment of Caring in Order to Reduce Suicide, Promote Mental Health, and Enhance Wellness on College Campuses**
Chun-Fang Frank Kuo, PhD
Central Michigan University
- 4. Designing College Student Mobile Mental Health and Wellness Tools**
Emily G. Lattie, PhD
Northwestern University
- 5. Effects of Mental Health Awareness Open Mic Nights on Campus**
Dominique Giroux; *Elisa Geiss, PhD*
Olivet College
- 6. Evidence of Positive Changes Attributed to a Stress Management Course Designed Using the Transtheoretical Model**
Sarah Keene, MSED, MPhilEd; *Peter Wissink*
University of Minnesota Twin Cities, School of Public Health
- 7. Investigating Mental Health at the University of Michigan**
Shelby Steverson; *Grace Nasr*; *Michael Sacchetti*
University of Michigan
- 8. A Longitudinal Study of the Impact of Residential Settings (On- vs. Off- Campus) on Incoming Transfer Students' Well-being, and the Role of Social Connectedness in the Process**
*Elias Chandarlis**; *Nathan Graham**; *Breanna Barton**; *Steven Brunwasser, PhD***; *Nansook Park, PhD**
*University of Michigan
**Vanderbilt University
- 9. Mental Health Counseling for Collegiate Student-Athletes: An Integrated Care Model**
*Sarah Skurta, MPH**; *Traci Carson, MPH***
*VA Center for Clinical Management and Research – Ann Arbor
**University of Michigan School of Public Health
- 10. Mental Health: Let's Write About It**
Anna Learis; *Rhianna Verger*; *Jenie Li*; *Amelia Cacchione*; *Elizabeth Fernandez*; *Joseph Fraley*; *Christina Li*
University of Michigan
- 11. A Mental Health Survey of Introductory STEM Students**
Morgan Rondinelli; *Meghan Duffy, PhD*
University of Michigan
- 12. A Mixed-Methods Approach to Address Mental Health Literacy Among Male University Students**
Amy Gatto, MPH; *Gregor Rafal, BS*; *Rita DeBate, PhD, MPH, FAED, FAAHB*
University of South Florida
- 13. Offering Oasis: Developing and Evaluating "Whole Yoga" and Interdisciplinary Mindfulness Programs at a Historically Black College**
Tamara Jeffries, MFA, RYT-200; *Santiba Campbell, PhD, RYT-200*
Bennett College
- 14. The Psycho-Social Health Determinants of College Students Who Seek Help for Mental Health Problems**
Logan Edwards, PhD, MsEd, CHES
University of Wisconsin-Whitewater
- 15. The Steve Fund and JED Foundation's Equity in Mental Health Framework: Addressing Student of Color Wellbeing**
*Stephanie Pinder, PhD**; *Alfiee M. Breland-Noble, PhD, MHSc***; *Jordan E. Cattie, PhD****; *Vic Schwartz, MD*****
*McLean Hospital, Harvard Medical School
**The Steve Fund, Georgetown University Medical Center
***Emory School of Medicine
****JED Foundation, New York School of Medicine
- 16. The Support Network: Developing Peer Support on High School & College Campuses**
Max Rothman; *Sam Orley*
University of Michigan
- 17. Use of Monte Carlo Simulation to Calculate Return on Investment for Depression Treatment at Michigan State University's Counseling Center**
*Kaitlyn Casulli**; *Scott Becker, PhD, LP**; *Leigh White, MD**; *Daniel Eisenberg, PhD***
*Michigan State University
**University of Michigan

TUESDAY, MARCH 13, 2018

12:30–1:00

Lobby

Registration

1:00–2:00

Auditorium

John F. Greden Scholar in Residence Lecture and Opening Keynote

How Can Digital Technologies Help Us?

Tom Insel, MD, Co-Founder and President, Mindstrong Health

2:15–5:15

Workshops *(select either one Workshop, or two Mini-Workshops)*

Amphitheatre
4th Floor

Adverse Childhood Experiences, Creating Trauma-Informed Spaces, and Providing Trauma-Informed Care

Nadia Bazy, MA, LLMFT, Director, Office of Multi-Ethnic Student Affairs, University of Michigan; *Polly Gipson, PhD*, Clinical Assistant Professor, University of Michigan Department of Psychiatry; *Mary Gruman, MS, LPC*, Birchbark Counseling; *Mary Ufford Manner, MS*, Great Start Coordinator, Venture North Funding & Development

East Lounge
2nd Floor

Digital Strategies to Promote Mental Health

Glenn Albright, PhD, Associate Professor, Department of Psychology, Baruch College, City University of New York; *Nathaan Demers, PsyD*, Vice President & Director of Clinical Programs, YOU at College; *Isla Reddin, BA*, Co-Founder, Director of Strategic Partnerships, PocketConfidant AI

OR

Mini-Workshops

2:15–3:45

East Conference
Room
4th Floor

Mapping Restorative Settings to Promote Mental Health and Inform Architectural Change for Recreation Sports and the Michigan Union

Brian Schermer, PhD, Licensed Architect, Associate Professor of Architecture, University of Wisconsin-Milwaukee; *Michael Barton*, Program Assistant, Wolverine Wellness, University Health Service, University of Michigan; *Mary Jo Desprez, MA*, Director, Wolverine Wellness, University Health Service, University of Michigan; *Loren Rullman, PhD*, Principal, Higher Education Consulting, Workshop; *Lisa Shea, MS*, Associate Director, Programs & Marketing, Recreational Sports, University of Michigan

West Study Hall
2nd Floor

Campus and National Climate: Implications for the Mental Health of Students of Color and Other Marginalized Student Populations

Sara Abelson, PhD Candidate, University of Michigan; *Sarah Lipson, PhD*, Research Assistant Professor, University of Michigan; *Alfiee Breland-Noble, PhD*, Director, AAKOMA, Senior Scientific Advisor, The Steve Fund

West Conference
Room
4th Floor

Harnessing Film and Creativity to Create a Positive Mental Health Culture on Campus

Cary McQueen, MA, Founder, Executive Director, Art with Impact

AND

3:45–5:15pm

East Conference
Room
4th Floor

How Space Design and Recreation Impact Wellbeing

David Siegle, MBA, Senior Assistant Director, IMSB, University of Michigan; *Ellen Dixon, BS, ACE-CPT, ACE-HC*, Assistant Director, Fitness and Wellness, University of Michigan Recreational Sports

West Study Hall
2nd Floor

How to Support Marginalized Groups in Our Spaces

Mary Larkin, MEd, Program Coordinator, LGBT Resource Center, Department of Diversity & Community Involvement, Eastern Michigan University; *Matt Statman LMSW, CAADC*, Collegiate Recovery Program Manager, University Health Service, University of Michigan

West Conference
Room
4th Floor

Creative Curriculum Initiatives and Student Wellbeing: The Evolution of “Tuning the Student Mind”

Molly Beauregard, MA, MPA, Faculty, College for Creative Studies; *Val Weiss, LMSW*, Director of Wellness + Counseling, College of Creative Studies

5:15–6:15

Assembly Hall
4th Floor

Poster Session and Networking Reception

WEDNESDAY, MARCH 14, 2018

8:30-9:00

Continental breakfast and registration

Lobby

9:00-10:30

Panel Discussion

Auditorium

Mental Health Disability on Campus: Cultivating Communities of Wellbeing in Higher Education

Leah Goodman, MA, OTD, OTR/L, Occupational Therapist, University of Illinois at Chicago; *Dorothy Gotlib, MD*, Staff Psychiatrist, Counseling and Psychological Services, University of Michigan; *Philip Saragoza, MD*, Adjunct Clinical Professor, Department of Psychiatry, University of Michigan; *Victor Schwartz, MD*, Chief Medical Officer, The Jed Foundation; *Stuart Segal, PhD*, Director of the Office of Services for Students with Disabilities, University of Michigan

10:45-12:00

Concurrent Sessions

(4th Floor)

East Conference Room

Down and Out: Providing LGBTQ+ Safe Spaces at a Non-Affirming Faith-Based University

Sarah Godoy, PhD, Staff Psychiatrist, Director of Outreach, Catholic University of America; *Kathryn Campana Scherer, PhD*, Staff Psychologist, Coordinator of Group Therapy, Catholic University of America; *Amy Fuhrmann, MA*, Psychology Intern, Catholic University of America

Assembly Hall

Fostering a Culture of Wellbeing on Campus at the University of Michigan

Joy Pehlke, MEd, Health Educator, Wolverine Wellness, University Health Service, University of Michigan; *Michael Barton*, Program Assistant, Wolverine Wellness, University Health Service, University of Michigan; *Mary Jo Desprez, MA*, Director, Wolverine Wellness, University Health Service, University of Michigan

Amphitheatre

Successes and Challenges in Changing Campus Structures and Processes to Promote Wellness

Laura Horne, MPH, Director of Programs, Active Minds; *Lee Swain, MA*, Director, JED Campus, The Jed Foundation

West Conference Room

Promoting Wellbeing Through Physical Spaces

Kelly Stewart, MPH, Director of Health Promotion Wellness, University of Notre Dame; *Katrina Conrad, MPH*, Assistant Director of Health Promotion Wellness, University of Notre Dame

12:00-1:15

Banquet Lunch and Student Mental Health Advocate Award

Michigan League Ballroom

Student Award Recipients: *Samuel Orley* and *Megan Larson*

Presentation by: *Sonia Doshi, MA*, Learning Scientist, UX/UI Designer, Imbellus

1:30-2:45

Concurrent Sessions

(4th Floor)

East Conference Room

International Student Mental Health: Promoting Wellness with Mindfulness

Katherine Weyant, MA, TESOL, Lecturer, English Language Institute, University of Michigan; *Trisha Dowling, MA, TESOL*, Lecturer, University of Michigan; *Allison Piippo, MA, TESOL*, IEP Student Services Specialist, Eastern Michigan University; *Laura Monschau, PhD*, CAPS Embedded Psychologist for Rackham Graduate School, Counseling and Psychological Services, University of Michigan; *Huan-Hsiang Ueng, PhD*, Staff Psychologist, Counseling and Psychological Services, University of Michigan

Assembly Hall

Behavioral Assessment & Intervention Teams: From Chaos to Case Management

Grant L. Azdell, PhD, Vice President for Student Affairs and Dean of Students, Randolph-Macon College

Amphitheatre

Student-Driven Mental Health Policy and Environmental Change: Tools and Lessons Learned

Mattie Ellis, Director of Active Minds Chapter, University of Michigan; *Laura Horne, MPH*, Director of Programs, Active Minds; *Rebecca Sharp*, President, Active Minds, Saginaw Valley State University; *Nicole Wesley, BA*, President, Active Minds at University of Michigan Dearborn

West Conference Room

Supporting Transgender and Gender Non-Conforming Students through Collaboration and Organizational Redesign

Diana Parrish, LMSW, Mental Health Care Manager, University Health Service, University of Michigan; *Elizabeth Gonzalez, LMSW*, Assistant Director of Clinical Services, Counseling and Psychological Services, University of Michigan; *Will Sherry, LLMSW*, Director, Spectrum Center, University of Michigan

3:00-4:00

Closing Keynote

Auditorium

Strategic Engagements: UCLA Depression Grand Challenge & Resilience Peer Network

Elizabeth Gong-Guy, PhD, Executive Director, Campus and Student Resilience, UCLA

Keynote and Panel Discussion Descriptions



John F. Greden Scholar in Residence Program

In 2007, after more than 22 years, John F. Greden, M.D., stepped down as chair of the U-M Department of Psychiatry to devote his efforts to his role as executive director of the U-M Depression Center. A widely respected leader, Greden led the department with consummate vision and commitment, reinforcing U-M's position in the forefront of academic psychiatry.

Following his tenure as Chair, Greden continued his leadership of the University of Michigan Comprehensive Depression Center, the inaugural Center of Excellence of its kind, and is Founding Chair of the National Network of Depression Centers. The NNDC now consists of 26 Centers dedicated to sharing data to conquer mood disorders.

To honor Greden for his exceptional contributions, the Department of Psychiatry established the John F. Greden, M.D., Scholar in Residence Program, providing an ongoing opportunity to pay tribute to Dr. Greden for his leadership, mentorship, and academic achievements.

The program will allow a distinguished expert in depression and other mood disorders to spend time at U-M each year. The Greden Scholar delivers a lecture, meets with faculty and trainees, and expands the department's focus on the study and treatment of depressive and bipolar illnesses.

JOHN F. GREDEM SCHOLAR IN RESIDENCE LECTURE AND OPENING KEYNOTE

Tuesday, March 13, 1:00-2:00

How Can Digital Technologies Help Us?

Tom Insel, MD, President and Co-Founder, MindStrong Health

Over the past two decades, technology has transformed many aspects of everyday life, from commerce to entertainment. The smartphone has now become so ubiquitous and is used so intensively by young adults that many experts view this hand-held computer as a major threat to mental health. Social media sites have been blamed for depression, social isolation, and even suicidal behaviors among youth. While digital technology is considered by some a source of the problem, this presentation will explore ways in which this technology can be used as a solution for mental health issues. Digital phenotyping uses smartphone sensors, keyboard behavior, and semantic signals to identify changes in cognition and mood. This approach promises earlier detection of relapse and recovery with passive, ecologically-valid measures. A range of psychosocial interventions, from peer support to cognitive behavior therapy, can be delivered via the smartphone, offering a closed loop approach. In a world where users expect convenient, timely, and anonymous services for information and for purchases, will the smartphone look more appealing than traditional brick and mortar care?

PANEL DISCUSSION

Wednesday, March 14, 9:00-10:30

Mental Health Disability on Campus: Cultivating Communities of Wellbeing in Higher Education

Leah Goodman, MA, OTD, OTR/L, Occupational Therapist, University of Illinois at Chicago; *Dorothy Gotlib, MD*, Staff Psychiatrist, Counseling and Psychological Services, University of Michigan; *Phillip Saragoza, MD*, Psychiatrist, Ann Arbor Center for the Family; *Victor Schwartz, MD*, Chief Medical Officer, The Jed Foundation; *Stuart Segal, PhD*, Director of the Office of Services for Students with Disabilities, University of Michigan

This presentation will be a panel discussion of general and forensic psychiatrists who, along with an occupational therapist, and an administrator from Student Services with Disabilities, will in an effort to promote wellness on campus, discuss common challenges and complexities around developing best practices for assisting students with mental health disability. Included in the discussion will be a case study examining the implications of integrating mental health into postsecondary curricula to cultivate healthy academic communities.

CLOSING KEYNOTE

Wednesday, March 14, 3:00-4:00

Strategic Engagements: UCLA Depression Grand Challenge & Resilience Peer Network

Elizabeth Gong-Guy, PhD, Executive Director, Campus and Student Resilience, UCLA

In the past decade, UCLA has developed a network of services to support student wellness across an array of domains extending far beyond health and mental health. Despite these efforts, the steady rise in mental health service demands has continued to exert pressure on CAPS services leading to reduced appointment availability and lengthy wait-times for students needing less than crisis or emergent care. The UCLA Depression Grand Challenge is partnered with Campus & Student Resilience to train and engage students in a Resilience Peer Network to support the delivery of a robust evidence based internet cognitive behavioral therapy to students screened for mild to moderate depression and anxiety. This talk provides a preliminary overview of our findings, and describes our successes in bringing a scalable screening, early intervention, treatment, and resilience-building program embedded in research to our students.

Workshop Descriptions

Tuesday, March 13, 2:15-5:15

Please select ***EITHER*** one three-hour workshop, ***or*** two mini-workshops.

WORKSHOPS: 2:15 – 5:15

Adverse Childhood Experiences, Creating Trauma-Informed Spaces, and Providing Trauma-Informed Care

Nadia Bazy, MA, LLMFT, Director, Office of Multi-Ethnic Student Affairs, University of Michigan; *Polly Gipson, PhD*, Clinical Assistant Professor, University of Michigan Department of Psychiatry; *Mary Gruman, MS, LPC*, Birchbark Counseling; *Mary Ufford Manner, MS*, Great Start Coordinator, Venture North Funding & Development

Research shows that Adverse Childhood Experiences are common, interdependent, and that a dose-response relationship exists between the presence of one or more ACEs and the likelihood of depression, suicide, substance use, partner and domestic violence, chronic disease, and early mortality. In this workshop, we will present a review of the ACE study and the scientific evidence that confirms the relationship between toxic stress in early childhood and poor health, behavioral, and productivity outcomes in adulthood. In addition, the session will explore best practices around creating trauma-informed spaces and the benefits of utilizing Trauma and Grief Component Therapy.

Digital Strategies to Promote Mental Health

Glenn Albright, PhD, Associate Professor, Department of Psychology, Baruch College, City University of New York; *Nathaan Demers, PsyD*, Vice President & Director of Clinical Programs, YOU at College; *Isla Reddin, BA*, Co-Founder, Director of Strategic Partnerships, PocketConfidant AI

This session will provide an overview of the potential benefits of digital spaces in supporting college student health. Several case studies will be presented to illustrate various approaches to implementing technological solutions and how these approaches fit into the eco-systems of a college campus.

OR

MINI-WORKSHOPS: 2:15 – 3:45

Mapping Restorative Settings to Promote Mental Health and Inform Architectural Change for Recreation Sports and the Michigan Union

Brian Schermer, PhD, Licensed Architect, Associate Professor of Architecture, University of Wisconsin-Milwaukee; *Michael Barton*, Program Assistant, Wolverine Wellness, University Health Service, University of Michigan; *Mary Jo Desprez, MA*, Director, Wolverine Wellness, University Health Service, University of Michigan; *Loren Rullman, PhD*, Principal, Higher Education Consulting, Workshop; *Lisa Shea, MS*, Associate Director, Programs & Marketing, Recreational Sports, University of Michigan

Physical settings, including both outdoor spaces and student life facilities, can serve as valuable resources for mental health and wellbeing. Panelists will discuss results from a participatory mapping study conducted at the University of Michigan in which students identified places that they believe help them to reduce stress, restore, revitalize. The findings were used to inform the design of architectural projects for Recreation Sports and the Michigan Union. Panelists will discuss how this research and other efforts are used to further the Student Life Health and Wellness Common Agenda.

Campus and National Climate: Implications for the Mental Health of Students of Color and Other Marginalized Student Populations

Sara Abelson, PhD Candidate, University of Michigan; *Sarah Lipson, PhD*, Research Assistant Professor, University of Michigan; *Alfiee Breland-Noble, PhD*, Director, AAKOMA, Senior Scientific Advisor, The Steve Fund

Campus climate significantly impacts student mental health and academic outcomes, particularly for marginalized populations. Evidence also indicates that the current national climate is significantly impacting campuses. Join us to learn about existing research documenting the association between school climate and reports of depression, suicidal thoughts, use of campus mental health services and more. We will provide an overview of how climate is currently defined and measured in higher education, a review of the current state of knowledge and research on links between climate and student mental health, and introduce new data from the Healthy Minds Study, the largest national study of college student mental health while centering the experiences of students of color and other marginalized student populations. The presentation will include a discussion of implications for practice as well as how audience members see local and national climates impacting student mental health at their own institutions.

Workshop Descriptions *(continued)*

Harnessing Film and Creativity to Create a Positive Mental Health Culture on Campus

Cary McQueen, MA, Founder, Executive Director, Art with Impact

The arts speak the language of our internal worlds, making them a powerful tool for exploring depression and mental health. In this interactive session you will learn how to harness film and creativity as a resource, using them to shift the mental health culture on your campus. This session will model a film-based teaching format that has been successful in creating change through over 130 post-secondary workshops in the U.S. and Canada since 2012. Working in both small- and large groups, you will explore concepts related to stigma, mental health issues on campus, sharing personal narratives, and reaching out for help. The session will also include several short films that provide deep and powerful insight into what it might be like to live with depression, suicidality, and other mental health issues, giving you the opportunity to see for yourself how creativity-based programs can address diverse experiences relating to mental health across gender, race, ethnicity, sexuality, nationality and ability.

AND

MINI-WORKSHOPS: 3:45-5:15

How Space Design and Recreation Impact Wellbeing

David Siegle, MBA, Senior Assistant Director, IMSB, University of Michigan; *Ellen Dixon, BS, ACE-CPT, ACE-HC*, Assistant Director, Fitness and Wellness, University of Michigan Recreational Sports

This presentation will discuss the recent renovation of the Intramural Sports Building. The design process included an overall philosophy which was to create spaces for all. We will discuss how the new exercise and wellness spaces were intended to be a space that no matter the ability level of the participant, it was a place for the university student or member to feel welcomed. In addition, the IM building features many programs that aim to enhance the health and wellness of the university community. We will discuss some of the intentions behind group instruction and staff supervision that facilitate healthy wellbeing and positive life experiences. The physical environment has a tremendous impact on the mindset of the individual. This session will shed light on some of the intended subtle features and building structure to welcome and engage the university community.

How to Support Marginalized Groups in Our Spaces

Mary Larkin, MEd, Program Coordinator, LGBT Resource Center, Department of Diversity and Community Involvement, Eastern Michigan University; *Matt Statman LMSW, CAADC*, Collegiate Recovery Program Manager, University Health Service, University of Michigan

This session will explore how campuses can create “spaces” both figuratively and logistically for students who are marginalized, and how that space, in turn, supports their mental health. We will look at why dedicated spaces are important, potential barriers, and how they may be intentionally created on a campus. The presentation will include a discussion about the strategies used by different campus units to create space and support community-building to positively impact student mental health.

Creative Curriculum Initiatives and Student Wellbeing: The Evolution of “Tuning the Student Mind”

Molly Beauregard, MA, MPA, Faculty, College for Creative Studies; *Val Weiss, LMSW*, Director of Wellness + Counseling, College of Creative Studies

This presentation will introduce and discuss a consciousness-based, integrated education model implemented at the College for Creative Studies (Detroit). A multitude of cultural factors contribute to the psychological distress reported by our students. Researchers report that the rise in social media and the decline of real time socializing may be among them. Constant digital exposure and social pressure to perform may be others. But the lack of time and space to reflect, look inward, and find moments to detach from and transcend the constant pulse of information and input are important additional factors. Consciousness-based education aims to integrate that opportunity to reflect into the classroom experience. This program will help participants to understand the benefits of offering students meditation training in the classroom. Participants will gain new knowledge regarding the impact of consciousness-based education programs. And, how integrating mediation into the core curriculum of academic classes can impact learning, creativity, and success, helping all of our students reach their educational and personal goals in a healthy and personally empowered manner.

Concurrent Session Descriptions

Wednesday, March 14, 10:45-12:00

Down and Out: Providing LGBTQ+ Safe Spaces at a Non-Affirming Faith-Based University

Sarah Godoy, PhD, Staff Psychiatrist, Director of Outreach, Catholic University of America; *Kathryn Campana Scherer, PhD*, Staff Psychologist, Coordinator of Group Therapy, Catholic University of America; *Amy Fuhrmann, MA*, Psychology Intern, Catholic University of America

This presentation describes the journey to offering an LGBTQ+ support group at a non-affirming Catholic university, including the institutional challenges and ethical considerations faced by professional staff. We offer potential ways to overcome institutional oppression and describe the mental health outcomes (e.g. sense of safety, campus connectedness, feelings of psychological distress and support) of students who engage in affirmative support within these contexts.

Fostering a Culture of Wellbeing on Campus at the University of Michigan

Joy Pehlke, MEd, Health Educator, Wolverine Wellness, University Health Service, University of Michigan; *Michael Barton*, Program Assistant, Wolverine Wellness, University Health Service, University of Michigan; *Mary Jo Desprez, MA*, Director, Wolverine Wellness, University Health Service, University of Michigan

In working to advance a unified effort to foster a culture of wellbeing at the University of Michigan, an 8-dimension model of personal wellbeing was adopted as the visual support for a common educational framework around health and wellness. This session will highlight some of the unique ways in which the U-M model of wellbeing and our Student Life health & wellness learning outcomes have been infused across campus. Examples will include integration across academic spaces, student organizations, and alignment with our broader diversity, equity, and inclusion efforts.

Successes and Challenges in Changing Campus Structures and Processes to Promote Wellness

Laura Horne, MPH, Director of Programs, Active Minds; *Lee Swain, MA*, Director, JED Campus, The Jed Foundation

Over the past several years, Active Minds and the Jed Foundation (JED) have collected key findings and lessons learned from more than 400 institutions through the Healthy Campus Award, Transform Your Campus program and JED Campus. Highlighting example practices, Active Minds and JED will share how an array of institutions have designed innovative strategies to reduce or eliminate structural and procedural barriers to improving student wellness among diverse student populations and through meaningful alliances across departments, offices, and services. Additionally, presenters will discuss the challenges campuses encounter through this work and introduce attendees to resources and tools for replicating strategies on their own campuses.

Promoting Wellbeing Through Physical Spaces

Kelly Stewart, MPH, Director of Health Promotion Wellness, University of Notre Dame; *Katrina Conrad, MPH*, Assistant Director of Health Promotion Wellness, University of Notre Dame

Presenters will discuss how the University of Notre Dame has successfully modified the built environment within their well-being center to improve student mental health. The session will include an overview of how the built environment impacts personal wellbeing, including data specific to the University of Notre Dame's efforts.

Concurrent Session Descriptions *(continued)*

Wednesday March 14, 1:30-2:45

International Student Mental Health: Promoting Wellness with Mindfulness

Katherine Weyant, MA, TESOL, Lecturer, English Language Institute, University of Michigan; *Trisha Dowling, MA, TESOL*, Lecturer, University of Michigan; *Allison Piippo, MA, TESOL*, IEP Student Services Specialist, Eastern Michigan University; *Laura Monschau, PhD*, CAPS Embedded Psychologist for Rackham Graduate School, Counseling and Psychological Services, University of Michigan; *Huan-Hsiang Ueng, PhD*, Staff Psychologist, Counseling and Psychological Services, University of Michigan

University life is a stressful experience for students, and this stress is often compounded for international students who may also face language and cultural barriers while navigating their new, unfamiliar academic and social communities on campus. Mindfulness training can help international students overcome these stressors to succeed in their academic programs. Cultivating mindfulness can reduce anxiety and increase feelings of wellbeing and the positive effect of mindfulness in education is well documented. Despite these potential benefits, international students may not be aware of mindfulness as a coping strategy. Presenters will describe research on international student mental health, identify common stressors, and demonstrate mindfulness activities that can help alleviate these stressors. Presenters will share their own experiences advocating for international student mental health from the student, lecturer, administrator, and psychologist perspective. Handouts with relevant activities and strategies will be provided to all participants.

Behavioral Assessment & Intervention Teams: From Chaos to Case Management

Grant L. Azdell, PhD, Vice President for Student Affairs and Dean of Students, Randolph-Macon College

Colleges and Universities are NOT therapeutic facilities, but many parents think we should be. The key to keeping a balance between care and codependence lies in effective case management strategies. Behavioral Assessment and Intervention Teams, when properly constituted, can provide the framework for effective case management. Join us to learn how teams are configured, how partnerships evolve and how trust and communication can help your team in appropriately addressing students of concern on campus.

Student-Driven Mental Health Policy and Environmental Change: Tools and Lessons Learned

Mattie Ellis, Director of Active Minds Chapter, University of Michigan; *Laura Horne, MPH*, Director of Programs, Active Minds; *Rebecca Sharp*, President, Active Minds, Saginaw Valley State University; *Nicole Wesley, BA* President, Active Minds at University of Michigan Dearborn

Over the last three years, Active Minds has supported students with achieving 42 specific policy and environmental strategies to improve campus mental health, impacting an estimated 446,500 enrolled students. Common strategies have included adding emergency numbers of mental health services to student ID cards, integrating mental health education into new student orientation, adding mental health resources to course syllabi, and advocating for new funding for counseling services, among others. Active Minds National and students from the University of Michigan, Ann Arbor, and University of Michigan, Dearborn, will demonstrate the value and impact of student-driven policy change and provide examples of how students and administrators can work powerfully together to create long-term, sustainable change. Presenters will also introduce attendees to Active Minds' Transform Your Campus program, including an online resource center and staff support, available to all students for assisting their mental health policy advocacy efforts.

Supporting Transgender and Gender Non-Conforming Students through Collaboration and Organizational Redesign

Diana Parrish, LMSW, Mental Health Care Manager, University Health Service, University of Michigan; *Elizabeth Gonzalez, LMSW*, Assistant Director of Clinical Services, Counseling and Psychological Services, University of Michigan; *Will Sherry, LLMSW*, Director, Spectrum Center, University of Michigan

Transgender and gender non-conforming people experience well-established barriers to accessing quality health care as well as associated health disparities. The landmark 2011 National Transgender Discrimination Survey found that 28% of respondents delayed care due to past discrimination, 50% of respondents reported having to teach their providers about their own healthcare, and more than half of respondents who attended college reported suicidal ideation as a result of harassment or bullying. In order to improve access, health outcomes and overall wellbeing for our transgender and gender non-conforming students, Student Life staff across several units at the University of Michigan have worked to improve our environments, processes and services. Presenters will discuss their experiences in creating greater access to gender-affirming physical and mental health care for students at the University of Michigan. Changes to website language, forms, physical spaces, referral processes, and staff training will be discussed. Presenters will outline the steps taken to create collaborating Transgender Care Teams at UHS and CAPS as well as details of the services offered through these programs. Finally, presenters will emphasize the importance of involving transgender and gender non-conforming students, as well as specialized Student Life staff, in all phases of this work and will offer strategies for accomplishing this.

Speaker Profiles

Sara Abelson, MPH

Sara Abelson has dedicated her career to transforming schools to support student mental health. As Vice President at Active Minds, Abelson created a powerful network of student leaders and programs that are improving mental health on college campuses across the country. This work has been showcased on The New York Times, NBC Nightly News & NPR. Abelson received her MPH, with a focus on health equity, from University of Michigan and her BA from Cornell. She is currently pursuing her PhD in public health at the University of Michigan, focusing on improving outcomes for students of color, LGBTQ students, & other marginalized populations.

Glenn Albright, PhD

Dr. Albright's passion for learning and its application in the fields of behavioral health fuel his research activities. He leads a team of researchers at Kognito in evaluating the efficacy of its immersive learning and assessment role-play simulations to bring about sustained behavior changes in the areas of social, emotional, and physical health. He is the former Chair of the Department of Psychology at Baruch College of the City University of New York and actively engaged in addressing how game-based role-play simulations can support public health initiatives designed to impact large numbers of geographically dispersed people comprising vulnerable populations.

Grant L. Azdell, PhD

Dr. Azdell serves as a Professor and Vice President for Student Affairs/Dean of Students at Randolph-Macon College in Virginia. He is also the Principal Partner with Azdell-Morgan Organizational Management Solutions, a Higher Education consulting firm that specializes in campus safety, security and management practices. Dr. Azdell has significant experience in the counseling field and in higher education leadership. He has assisted multiple campuses with the creation of Behavioral Assessment/Intervention Teams and co-authored a book on this same topic. He is a frequent presenter nationally. In his work as a VP, he supervises a highly effective case management approach to assist students of concern on his own campus. Dr. Azdell holds a BA from Lynchburg College, an M.Div. degree from Vanderbilt University and a PhD from the University of Virginia.

Michael Barton

Michael Barton is an undergraduate student majoring in Human Wellbeing at the University of Michigan. He works as a program assistant at Wolverine Wellness. He is highly passionate about promoting the health and well-being of his campus community.

Nadia Bazy, MA, LLMFT

Nadia Bazy currently serves as the Director of the Office of Multi-Ethnic Student Affairs at the University of Michigan. She has also served as the Interim Director of the Sexual Assault Prevention and Awareness Center and Assistant Director at the Office of Student Conflict Resolution at the University of Michigan. She has experience in Conflict Transformation and Peacebuilding, as well as clinical expertise in trauma healing. Nadia earned a BA from University of Michigan and an MA in Conflict Transformation and Peacebuilding from Eastern Mennonite University. Nadia also completed her post graduate certification in Couple and Family Counseling from Oakland University and is a licensed clinical therapist.

Molly Beauregard, MA, MPA

Molly Beauregard is a professor of sociology at the College for Creative Studies (CCS) in Detroit, Michigan. Molly is also the Founder and Executive Director of the Tuning the Student Mind Foundation. This innovative effort to support consciousness-based education programs across the country was initially developed at CCS. Molly has presented this template for learning at the National Art Education Association, Contemplative Mind in Society at Amherst College, as well as several other national conferences. Molly has also been a faculty advisor for professors and administrators at Pratt Institute, Duke University and the David Lynch Foundation.

Alfiee Breland-Noble, PhD

Dr. Alfiee M. Breland-Noble is Director of The AAKOMA (African American Knowledge Optimized for Mindfully-Healthy Adolescents) Project, Senior Scientific Advisor to the Steve Fund and an Associate Professor of Psychiatry. She is a licensed psychologist specializing in research and clinical care for depression, anxiety and other mental illnesses in racially diverse teens and young adults. Dr. Alfiee (as she is known publicly) is a gifted public speaker, author, wife, caregiver for an aging parent, and mom to 2 wonderful children.

Kathryn Campana Scherer, PhD

Dr. Campana Scherer obtained her PhD in Counseling Psychology from Virginia Commonwealth University, studying forgiveness, attachment and relationships (social, family, and romantic). After completing her pre-doctoral internship at Grand Valley State University in Michigan, she trained at the University of South Carolina's Counseling and Human Development Center as a post-doctoral fellow specializing in crisis response and assessment, as well as substance use program evaluation. Dr. Campana Scherer views healthy relationships as vital to mental health, and works with clients in individual and group therapies using an interpersonal/relational and strengths-based perspective. She frequently integrates cognitive-behavioral and mindfulness techniques into her work, especially when working with anxiety and substance misuse. Areas of specialty include group therapy (e.g., interpersonal process, substance misuse and risk reduction, mindfulness, trauma, LGBT issues and support), mood and anxiety disorders, phase of life and transition issues, relationship counseling and enrichment, women's issues, substance misuse, and gender and sexual identities. She is an ally and advocate for the LGBT communities. Throughout her training and career, she has provided supportive and affirmative counseling and therapy for people with diverse sexual orientations and gender identities. She enjoys using creative methods in therapy, and often invites clients to use imagery in art to express themselves.

Katrina Conrad, MPH

Katrina Conrad is the Assistant Director for Student Well-Being at the Rev. James E. McDonald, C.S.C., Center for Student Well-Being at the University of Notre Dame. Katrina received her Bachelor's in Psychology and her Master's in Public Health from Indiana University. By focusing on students' general well-being through campus engagement, outreach, and initiatives, she strives to create an environment where students can flourish in all eight dimensions of well-being to have their best experience while at ND. Through this lens, she recently assisted in the redevelopment of the McWell student space; an overhaul that features an intentionally restorative design.

Speaker Profiles *(continued)*

Nathaan Demers, PsyD

Nathaan is a clinical psychologist with experience working in therapeutic boarding schools, medical ICU's, integrated care, and college counseling. Prior to joining his current role, Nathaan served as a Behavioral Health Research and Technical Assistance Associate at the WICHE-Mental Health Program. In addition, he completed his dissertation on the construct of "maturity." With these experiences, he has unique expertise in advancing student success, behavioral health promotion and suicide prevention on campus. Nathaan is currently the Vice President and Director of Clinical Programs with YOU at College and is a board member of the Colorado Psychological Association.

Mary Jo Desprez, MA

Mary Jo Desprez is a native of Ann Arbor, Michigan. She received her BA (1985) and MA (1987) from Michigan State University. She has worked in the field of college health/wellness for 20+ years. As part of her current role as Director of Wolverine Wellness at University Health Service, she manages both the Alcohol and Other Drug Prevention Program and the Collegiate Recovery Program at the University of Michigan. Mary Jo serves as the Co-Chair for both the Ann Arbor Campus and Community Coalition (A2C3), and the Michigan Campus Coalition (MC3). In October 2010, she became a member of the Motivational Interviewing Network of Trainers (MINT).

Ellen Dixon, BS, ACE-CPT, ACE-HC

Prior to coming to Michigan, Ms. Dixon received her education and worked at the University of Wisconsin, Madison. She has worked within campus recreation for over eleven years and throughout her career has focused on providing quality fitness programming. Programming that is inclusive, fun, educational, and promotes overall wellbeing.

Sonia Doshi, MA

Sonia Doshi is a Learning Scientist and UX/UI Designer at Imbellus, a start-up designing simulation-based cognitive assessments, in Los Angeles. She recently received her Masters in Learning, Design, and Technology from the Stanford Graduate School of Education. While there, she designed a platform called Huddle for undergraduates to work with their dorm-mates to navigate difficult conversations about mental illness. Sonia graduated from the University of Michigan in 2016 where she studied Information Science and UX Design. While there, she worked as a Research Study Coordinator for the Healthy Minds Network, served as an organizing member of the Athletes Connected initiative, and led several advocacy initiatives for college student mental health. For this work, she received the Jed Foundation's 2015 Student Voice of Mental Health award. Sonia has served as a Board Member for the Steve Fund's Youth Advisory Board and the UMSI Alumni Society Board. She is incredibly excited about the growing conversation around college student mental health and continues to advocate for these causes at a local and national level.

Trisha Dowling, MA, TESOL

Trisha is a lecturer of ESL for international students, immigrants and refugees at various institutions in the Ann Arbor area.

Mattison Ellis

Mattie is an undergraduate student in the Department of Literature, Science, and the Arts and the Ross School of Business at the University of Michigan, dual majoring in Communication Studies and Sales and Marketing. She currently serves as the Director of the U-M Active Minds Chapter, and as a member of Student Government's Mental Health Taskforce at Michigan. Ms. Ellis has led policy advocacy efforts; shared her story with struggling peers; trained others to help friends in distress; and raised thousands of dollars to support mental health and suicide prevention on campus and in Ann Arbor.

Amy Fuhrmann, MA

Amy Fuhrmann is a doctoral candidate in the Counseling Psychology PhD program at the University of Maryland – College Park. She also holds a Master's degree in Clinical Mental Health Counseling from Villanova University. Amy currently works as a doctoral psychology intern at the Catholic University of America where she co-leads a weekly drop-in support group for LGBTQ+ students. Amy's clinical interests include visible and invisible identities, the connection between mental and physical health, therapy process and outcome, meaning-making, self-compassion, and supervision and training.

Polly Gipson, PhD

Dr. Polly Y. Gipson is a licensed Clinical Psychologist and Clinical Assistant Professor in the Department of Psychiatry, Child and Adolescent Section, at Michigan Medicine, University of Michigan Medical School. She serves as the Director of the Trauma and Grief Clinic and Director of the Frankel Psychotherapy Program in Primary Care. She is a member of the Youth and Young Adult Depression and Suicide Prevention Research Program. Her expertise is in evidence-based clinical practices; suicide risk assessment and intervention; universal screening and brief interventions; trauma- and bereavement-informed assessment and intervention; and community-based participatory research. Presently, she is a co-investigator on a NIH funded study focused on the warning signs of youth suicide attempters. She is a site principal investigator of a SAMHSA funded investigation focused on the development of bereavement-informed best practices for youth. Dr. Gipson's activities will continue to focus on community-based prevention and intervention strategies for underserved youth at elevated risk for suicide, trauma and grief exposure and other adverse psychological outcomes.

Sarah Godoy, PhD

Dr. Godoy is a Clinical Psychologist in Washington, DC. She is a Staff Psychologist and the Director of Outreach at the Catholic University of America's Counseling Center. She received her doctorate from American University, completed her doctoral internship at the Catholic University of America, and completed her postdoctoral fellowship at the University of Michigan. Dr. Godoy has particular clinical interests working with trauma survivors and students who self-identify as members of historically oppressed or marginalized groups.

Elizabeth Gong-Guy, PhD

Dr. Gong-Guy is Executive Director of Campus and Student Resilience at the University of California, Los Angeles, where she oversees evidence-based resilience and mental health promotion programs for the campus including the Resilience Peer Network within the UCLA Depression Grand Challenge. Dr. Gong-Guy is a clinical psychologist with a lifelong commitment to community psychology and culturally accessible mental health service delivery to traditionally underserved populations. From 2005-2015 she directed UCLA Counseling and Psychological Services. She was 2013-2015 president of the Association for University and College Counseling Center Directors. Dr. Gong-Guy has served on the University of California Student Mental Health Oversight Committee and numerous working groups across UCLA, the University of California, the California Psychological Association and APA. She earned her AB in psychology at Stanford and her PhD in clinical psychology at UCLA.

Elizabeth Gonzalez, LMSW

Elizabeth González, LMSW, works at the University of Michigan Counseling and Psychological Services as the Assistant Director of Clinical Services. Liz's work has focused on providing mental health services through outreach, training, and clinical work. She specializes in trauma, eating disorders, and gender identity.

Leah Goodman, MA, OTD, OTR/L

Leah Goodman is a licensed occupational therapist and certified yoga instructor. She received her MA in occupational therapy from the University of Southern California and her clinical doctorate (OTD) from the University of Illinois at Chicago. Leah's doctoral work at UIC focused on supportive, mental health and disability supports for university students, where she created, delivered and evaluated the impact of a for-credit mental health curriculum for undergraduates. Leah was also selected to serve on Mental Health America's first ever collegiate mental health council. Leah is passionate about making college an accessible and positive experience for all students.

Dorothy Gotlib, MD

Dr. Gotlib is a staff psychiatrist at Counseling and Psychological Services at the University of Michigan. She completed her both her General Psychiatry residency and Forensic Psychiatry fellowship at the University of Michigan. Her clinical work at CAPS led her to become interested in how mental health disability standards are applied in higher education.

Mary Gruman, MS

Mary Gruman, MS, LPC, is a Master Trainer in the ACE Initiative and a licensed professional counselor in private practice at Birchbark Counseling in Traverse City, Michigan. As a provider Mary sees clients aged 12 and over. Mary is active in the Licensed Professional Counselors of Northern Michigan group and has spoken to various community organizations regarding ACES.

Laura Horne, MPH

As Active Minds' Director of Programs, Laura develops innovative strategies and unique partnerships to empower students to help colleges and society embrace a comprehensive, public health approach to mental health. Prior to Active Minds, Laura led public health initiatives at the National Association of County and City Health Officials and at Tulane University. Laura earned her Master of Public Health degree in community health sciences from Tulane University and her Bachelor of Arts degree in communications from Loyola University New Orleans.

Tom Insel, MD

Thomas R. Insel, MD, a psychiatrist and neuroscientist, is a co-founder and President of Mindstrong Health. From 2002-2015, Dr. Insel served as Director of the National Institute of Mental Health (NIMH), the component of the National Institutes of Health (NIH) committed to research on mental disorders. Prior to serving as NIMH Director, Dr. Insel was Professor of Psychiatry at Emory University where he was founding director of the Center for Behavioral Neuroscience in Atlanta. Most recently (2015 – 2017), he led the Mental Health Team at Verily (formerly Google Life Sciences) in South San Francisco, California. Dr. Insel is a member of the National Academy of Medicine and has received numerous national and international awards including honorary degrees in the U.S. and Europe.

Mary Larkin, MEd

Mary Larkin works to support and empower minoritized students on college campuses. She currently serves as the Program Coordinator for the LGBT Resource Center, in the Department of Diversity and Community Involvement, at Eastern Michigan University. She is an adjunct lecturer in the College of Health and Human Services and Educational Leadership Program. She previously served as the Director of Residential Education Theater at The University of Michigan, a peer led theater troupe that raised awareness for mental health concerns and social issues affecting college students. She holds a bachelor's degree in Communication, Media and Theatre Arts (2000), and a master's degree in Health Education (2011), both from EMU.

Sarah Lipson, PhD

Sarah Ketchen Lipson is a faculty member in the Department of Health Management and Policy at the University of Michigan School of Public Health. She is also Associate Director of the Healthy Minds Network for Research on Adolescent and Young Adult Mental Health, an international research-to-practice initiative, and co-Principal Investigator of the Healthy Minds Study. Sarah's research focuses primarily on mental health and service utilization in college populations, from a sociological and public health perspective. She employs varied methodologies, including large-scale epidemiological surveys and population-level interventions.

Mary Manner, MS

Mary Ufford Manner is the Great Start Coordinator at Venture North Funding & Development. Her work is focused on increasing investments in early childhood through community engagement, economic development, and systems change, with the goal of ensuring that families are thriving and every child is healthy, ready and eager to learn at school entry. Mary leads the Great Start Collaborative of Traverse Bay, which serves the five-county area, directs the Collaborative's 5toONE project and the Everybody Reads network, and is a member of the ACE Interface Master Trainer team.

Cary McQueen, MA

Cary is the Founder and Executive Director of Art With Impact and a firm believer that art is the answer (and it doesn't even matter what the question is). She considers mental health to be the foundation of all social justice and, through Art With Impact, works to create learning environments that explore this rich subject through the power of art and creativity. In previous professional incarnations, Cary was the Executive Director of the Center for Arts Management and Technology, a research center at Carnegie Mellon University (CMU); and a research advisor for students' capstone projects in CMU's Masters in Arts Management program. She has also worked as a consultant to nonprofit arts organizations to create programs and strategies that engage art enthusiasts in meaningful ways. With clients like The Andy Warhol Museum and EthnoGraphic Media she developed a wide-range of strategic communication programs from Internet-based donor cultivation and acquisition to grassroots film engagement campaigns.

Laura Monschau, PhD

Laura is a psychologist at University of Michigan Counseling and Psychological Services. She serves as the Embedded Counselor in the Rackham Graduate School, and works exclusively with graduate student mental health. Laura's specialization includes mindfulness/MBSR and trauma.

Diana Parrish, LMSW

Diana Parrish, LMSW is a Mental Health Care Manager at University Health Service at the University of Michigan. Since receiving her MSW from the University of Michigan in 2009, Diana's work has focused on mental health in primary care settings and college mental health. She is committed to connecting students to high-quality mental health care, with a special emphasis on continuous quality improvement, systems advocacy, and affirming care for marginalized communities.

Speaker Profiles *(continued)*

Joy Pehlke, MEd

Joy is a health educator with Wolverine Wellness at the University of Michigan's University Health Service. Her work focuses on prevention and intervention around mental and holistic well-being, including primary coordination of the Wellness Coaching program. Prior to U-M, she worked in student life and residential education at the University of California, Santa Cruz. Ms. Pehlke aims to affect positive change in students' personal and community-based wellness through intentional relationship-building and holistic one-on-one work, such as wellness coaching and brief interventions based in motivational interviewing. She holds her M.Ed. in Higher Education and Student Affairs Administration from the University of Vermont and her BA from the University of California, Santa Barbara.

Allison Piippo, MA, TESOL

Allie has 15 years of experience teaching English to speakers of other languages, both in the US and abroad (in Turkey and Japan). She is currently the IEP Student Services Specialist at Eastern Michigan University, where she acts as the ESL student advisor, oversees the graduate assistants in the International Student Resource Center, and plans student events. She holds a MA in Teaching English as a Second Language from Eastern Michigan University and a BA in English Language and Literature from the University of Michigan. She is currently pursuing an MBA at EMU.

Isla Reddin, BA

Isla Reddin is a professional coach and entrepreneur, working on the potential of connecting ideas, people, challenges, opportunities and solutions. Following a successful career in education and coaching in the United States, delivering project based learning curricula and training to teachers in the K16 space, she is now based in the south of France focusing on her most recent startup, PocketConfidant AI. PocketConfidant is the first coaching innovation available 24/7, facilitating conversations that develop self-awareness, reflection and learning opportunities. Today, with the help of technology and innovation, Isla's coaching background and experience is being applied to developing human potential. Isla is a member of the Advisory Council of California Intercontinental University. An advisor to FP Partners UK, a consultancy aligning coaching and healthcare. She has lived and worked in the United States and Europe, offering a unique perspective to her projects in the domains of learning, coaching, wellbeing, empowerment and resilience to support individuals, organizations, citizens and communities on a global scale.

Loren Rullman, PhD

Since July 2017 Loren Rullman leads the higher education consulting practice for Workshop, a strategy and design firm based in Milwaukee with an office in Ann Arbor. He previously spent 30 years as a student affairs administrator at five universities, including a decade as Associate Vice President for Student Life at the University of Michigan, where he had responsibility for campus recreation and renovations to health-related facilities. Throughout his career, Loren has been a change agent, place-maker, culture-setter, people developer, and student advocate. He has been a presenter at 40 conferences, consulted for two dozen universities, and authored numerous publications, including a recent New Directions in Student Services book chapter about learning and community-building. Loren was founding Program Coordinator and Adjunct Faculty for the higher education graduate program at Concordia University Ann Arbor. He holds a B.A. in Communication from Valparaiso University, M.S. in Higher Education and Student Affairs from Indiana University, and Ph.D. in Educational Leadership and Policy Studies from the University of Missouri – St. Louis. He has traveled extensively, lived and done service in Mexico and England, and is passionate about uncovering aspirations, encouraging healthy lives, and unlocking potential in people, places, and organizations. Connect with him on LinkedIn at www.linkedin.com/in/lorenrullman or Twitter at @ljrullman.

Philip Saragoza, MD

Dr. Saragoza is a clinical and forensic psychiatrist in private practice in Ann Arbor. For the past several years he has served as the psychiatric consultant to the agency that manages mental health disability issues for University of Michigan employees, and he is also the psychiatric consultant for the University Health System's Employee Assistance Program. He has consulted on numerous employee and student disability cases requiring accommodations under the Americans with Disabilities Act, and treats many University students with mood disorders, anxiety disorders and ADHD.

Brian Schermer, PhD

Brian Schermer, PhD is a licensed architect and associate professor of architecture at the University of Wisconsin-Milwaukee. He is also a principal at Workshop Architects. His research and creative practice focuses on understanding the college campus as a social ecology and the planning and design of campus places that foster community, learning, work-life balance, and sense of belonging. His research on campus capital mapping received the 2017 Certificate of Research Excellence from the Environmental Design Research Association. He is co-author of two books, *Law and Practice for Architects and Building Bridges*, *Blurring Boundaries: The Milwaukee School of Environment-Behavior Studies*. His teaching received the 2011 National Architectural Registration Boards award for Creative Integration in Practice and the Academy.

Victor Schwartz, MD

Dr Schwartz has worked in higher education mental health and administration for over 25 years at several colleges and most recently at The Jed Foundation. He is co-editor of the text, "Mental Health Care in the College Community." His work has focused on systems of care, crisis management and legal issues in college mental health. Dr. Schwartz is a distinguished life fellow of the APA. He has worked with SAMHSA, HBO, MTV, Facebook, the Ad Council, the NFL and consulted and advised numerous colleges and universities.

Stuart Segal, PhD

Dr Segal is the director of the Office of Services for Students with Disabilities at the University of Michigan. In addition, he is a psychologist in private practice and has over 25 years of experience teaching at the University of Michigan, Eastern Michigan University, and Madonna University.

Rebecca Sharp

Rebecca is an undergraduate student studying to be an Occupational Therapist at Saginaw Valley State University. She currently serves as the President of the Saginaw Valley Active Minds chapter and was the programming chair previous to that. Her chapter has gotten an advocacy board approved and has a goal of policy change in the near future. Ms. Sharp's chapter won RSO of the year as well as two consecutive Program of the Year Awards.

Lisa Shea, MS

A native of Germantown, Illinois, Shea has been a key member of Michigan's Recreational Sports Department since 1996. In her current role as Associate Director, Shea provides overall leadership and direction for programs, specifically Adventure Leadership, Club Sports, Fitness & Wellness, Intramural Sports and Marketing, Sponsorship & Academic Partnerships. Shea serves as the co-lead of the Health and Wellness Collective Impact Core Team for Student Life. The aspirational goal of HWCI is, through collective and innovative programs, services and facilities, the University of Michigan will help students grow in their capacity to: Integrate health and wellness as part of success; Build resilience to manage the fluctuations of life; Make thoughtful choices that reduce harms; Find meaning and purpose. Shea received a bachelor's degree in Recreation Fitness from Southern Illinois University in Carbondale and a master's degree in Sports Administration from the University of Illinois in Champaign. In her spare time, she teaches indoor cycling and group exercise classes.

Will Sherry, LLMSW

Will Sherry is a student affairs social worker currently serving as the Director of the University of Michigan Spectrum Center. Will focuses on diversity and inclusion strategic planning, organizational development, supervision, and leadership of campus-wide educational programming. Will is a 2007 graduate of the University of Michigan School of Social Work.

David Siegle, MBA

David Siegle has worked with campus recreation for the past 16 years. During his tenure, Mr. Siegle has been passionately working to provide activities and services for athletes and persons of all ability levels. Some people like going to the gym, while others do not. Mr. Siegle's philosophy is that no matter what your interest level is, we can offer something for you. He was also heavily involved in the design of the renovation of the Intramural Sports Building with the goal to preserve the history of the building while creating a modern facility that allows all to achieve their health, wellness, and recreation goals.

Matt Statman, LMSW, CAADC

Since 2004, Matt has worked to help people with substance use disorders in various settings including sub acute detox, outpatient and residential treatment and transitional housing as well as with those who are currently and formerly incarcerated. In 2012 he became the first Program Manager of the University of Michigan Collegiate Recovery Program. He is on the Board of Directors of the Association of Recovery in Higher Education and in 2017 was awarded their Kitty Harris Lifetime Achievement Award.

Kelly Stewart, MPH

Kelly is the Director for the McDonald Center for Student Well-Being. Kelly earned her Master's in Public Health from Indiana University and bachelor's degrees in health promotion, exercise physiology, and psychology from Purdue University. As the director, Kelly leads a robust student well-being department tailored to the unique Notre Dame culture. She believes that personal well-being is perfectly matched with the University of Notre Dame's Holy Cross Charism mission of cultivating the minds and the hearts of our students. Prior to joining the Notre Dame family, Kelly developed the Health Promotion & Wellness department at the University of Chicago, where she also led a 3-year resiliency research project for graduate and undergraduate students.

Lee Swain, MA

Lee spent over 15 years working in higher education and student affairs before joining JED. He has experience in residential education, LGBTQ student services, academic coaching, conduct, and crisis management. Lee earned a B.S. in Animal Science and Secondary Biology Education from the University of Delaware and an M.A. in Higher Education Administration from New York University.

Huan-Hsiang Ueng, PhD

Dr. Ueng is a staff psychologist at the University of Michigan Counseling and Psychological Services. He received his Ph.D. in Counseling from the University of Memphis and M.S. from State University of New York at Albany. Dr. Ueng works collaboratively with clients to identify coping strategies as well as to develop skills that are adaptable to each client's needs. He is bilingual and can provide therapy in Mandarin and English.

Val Weiss, LMSW

Val serves as the Director of Wellness + Counseling at the College for Creative Studies in Detroit where her passion for working in a creative environment drives her desire for understanding and empowering the health and wellbeing of robust, creative minds. In addition to her life-long love of the arts; fine art, design and photography, she earned her Master's Degree in Social Work from the University of Michigan. Her utilization of holistic, diverse and contemplative practices coupled with traditional clinical care allow her to connect, engage and support students in innovative and transformative ways. Her therapeutic mantra is "we tell our story until we don't need to tell it anymore."

Nicole Wesley, BA

Nicole is a Winter 2017 graduate of the University of Michigan-Dearborn, majoring in Psychology and Pre-Physical Therapy. She will be attending Grand Valley State University's Doctorate of Physical Therapy program in the fall. At the college level, she advocated for greater awareness and acceptance of mental health topics on campus via the platform of President of their Active Minds chapter. Through social media campaigns, campus-wide discussions, and promoting policy change for student resources, the beginnings of greater inclusion and de-stigmatization are in motion.

Katherine Weyant, MA, TESOL

Katie is a Lecturer at the U-M English Language Institute, where she teaches academic writing, speaking, and grammar courses to U-M international graduate students. She is also an Associate Editor at the University of Michigan Press in the English Language Teaching department. Katie earned her M.A. in TESOL (Teaching English to Speakers of Other Languages) at Eastern Michigan University, and a B.A. in Psychology and a B.S. in French at Penn State University. She lives in Ann Arbor, Michigan.

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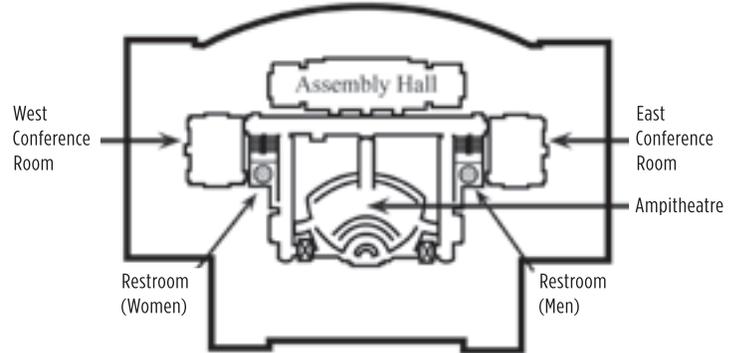
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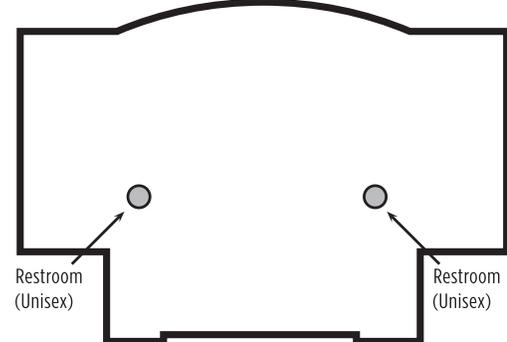
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Rackham Floor Plan

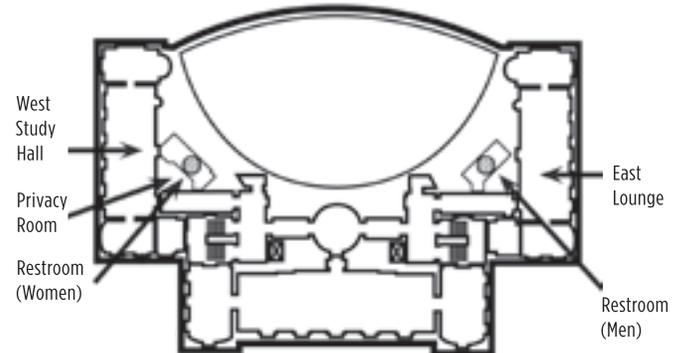
4th Floor



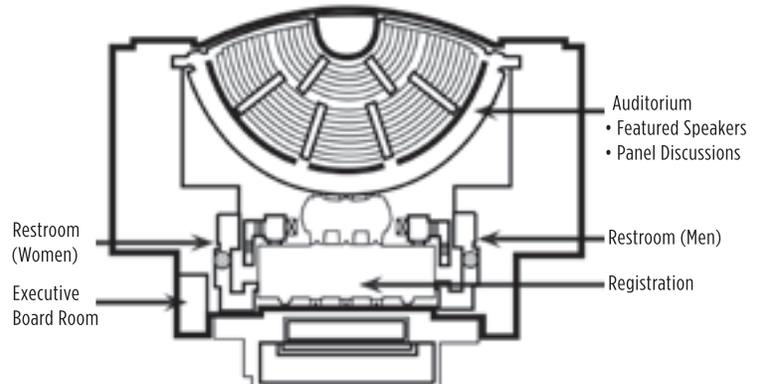
3rd Floor



2nd Floor



1st Floor



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