

INTEGRATING ACADEMIC AND CO-CURRICULAR RESILIENCE PROGRAMS ON YOUR CAMPUS

December 12 - 13, 2019 | Washington, D.C.



Build an initiative to foster resilience in your students and prepare them for academic success.

OVERVIEW

Due to the shift in attitudes surrounding mental health, students are increasingly seeking out on-campus counseling services to mitigate academic and social pressures associated with college life. To ease the burden on counseling centers and help students cope with high intensity stressors, forward-thinking institutions are launching innovative, evidence-based resilience-building initiatives to support students in acquiring the mental fortitude for success in all areas of collegial life.

Join us for a unique and interactive learning experience to learn crucial considerations for successfully building and launching academic or co-curricular resilience programs. During this two-day program, we will dive deep into the nuts and bolts of:

- Important considerations for incorporating co-curricular resilience initiatives
- Training and engaging faculty and staff
- Resilience teaching strategies, including tried and tested course activities
- Fostering a strengths-based resilience program
- Assessing your current campus context and strategizing next steps

Due to the interactive design of this conference, you will not only have the opportunity to gain rich knowledge and evidence-based research from our speaker panel but also have the chance to engage in activities and lesson plans used by our experts on their own campuses, in both academic and co-curricular spaces. Our speakers will provide you with the proper guidance, tools, and training resources you need to design and initiate a successful resiliency building program on your own campus.

WHO SHOULD ATTEND

This training will be highly valuable for:

- Those interested in learning all about the benefits of resilience-centered programming models
- Those who want to study and practice the steps of implementing resilience programs in their academic curriculum or in non-academic learning spaces.

Directors of Counseling Centers, Health & Wellness Educators, Faculty, Academic Leaders, Student Affairs Leaders, and Athletic Directors are all strongly encouraged to attend.

BRING YOUR TEAM AND SAVE!

Save over 15% when you register three or more colleagues.

AGENDA

Day One

Registration and Continental Breakfast (included in registration fee)

8:30 – 9:00 a.m.

Welcome and Introductions

9:00 - 9:30 a.m.

Framing Resilience in the Context of Student Mental Health

9:30 - 10:30 a.m.

In this opening hour, you will better understand the definition of what resilience is and is not in the specific context of student mental health in higher education and adverse childhood experiences. The framing of resilience will help you prepare for the sessions where we will begin to design and plan resilience initiatives. After this session, you will be able to effectively define and explain resilience in this context.

Break

10:30 - 10:45 a.m.

Considerations for Incorporating Resilience Initiatives in Co-Curricular Programs

10:45 a.m. - 12:00 p.m.

Our expert panel will share a brief historic overview of how their institutions came to the realization that led them to incorporate resilience initiatives in their co-curricular programs. They will share a variety of resources and tools that they developed organically to launch their resilience efforts, including: a resiliency framework that helped inform programmatic efforts, results from their pilot resilience programs, integration plans for their website focused on resilience resources, and learning outcomes that help inform their assessment initiatives.

Lunch (included in registration fee)

12:00 - 1:00 p.m.

Engaging Faculty and Staff: The Design Institute

1:00 - 2:30 p.m.

Learn how to develop and execute a comprehensive training for faculty and staff modeled after the “Design Institute” that provides education and resources to promote resilience-based initiatives in and out of the classroom. In this session, we will provide an overview of the training agenda as well as an opportunity to develop a similar or customizable training for your faculty and staff.

Break

2:30 - 2:45 p.m.

AGENDA

Day One (CONTINUED)

Changing Minds, Changing Lives: Fostering Resilience in Students

2:45 - 4:30 p.m.

Our expert panel will provide an overview of the creation and evolution of an academic resilience course that quickly gained momentum and expanded into multiple offerings for not only student-athletes but students in engineering, pre-medical, and management programs. You will get an overview of how the course was developed and how it has evolved over the years. Our faculty will also highlight their integrative teaching approach for this unique course and share participant evaluation results that demonstrate how this course has helped build more resilience in student participants.

Networking Reception (included in registration fee)

4:30 - 5:30 p.m.

This informal reception is your chance to decompress, have some refreshments on us, and expand your network of connections. Our programs are intentionally designed for smaller groups, so this is a great time to catch-up with attendees and speakers whom you may not have connected with yet.

Day Two

Continental Breakfast (included in registration fee)

8:30 - 9:00 a.m.

Resilience Teaching Strategies for Faculty & Staff

9:00 - 10:30 a.m.

In this session, we will provide an overview of a second training model that was implemented for faculty and staff who are interested in learning more about integrating resilience initiatives in their academic programs. You will engage in real-life course activities to fully experience how the resilience course is executed. This hands-on, practical application to learning resilience strategies will help you develop a deeper awareness and appreciation for the course's offerings.

Break

10:30 - 10:45 a.m.

AGENDA

Two One (CONTINUED)

Strengths-Based Resilience Instruction: Train the Trainer Program

10:45 a.m. - 12:00 p.m.

You will participate in experiential training to gain insights into how a three-day train-the-trainer program can be facilitated for those interested in teaching strengths-based resilience in their academic or co-curricular spaces. Our expert faculty will share the full three-day training agenda, session activities and descriptions, as well as introductory resources for strengths-based resilience (SBR) instruction.

Lunch (included in registration fee)

12:00 - 1:00 p.m.

Strengths-Based Resilience: Cultivating Resilience in Co-Curricular Programs

1:00 - 2:30 p.m.

In this session, we will highlight the strengths-based resilience program, grounded in principles of positive psychology. We will also highlight a range of tools and techniques to foster a strengths-based resilience approach. Finally, we'll cover strategies for implementing these tools and techniques and potential implementation challenges.

Break

2:30 - 2:45 p.m.

Assessing Your Current Campus Context

2:45 - 3:15 p.m.

In small groups of similar institution types, you will begin the conversation around what types of resilience programs you currently have and what new ideas have emerged during the conference so far. We will also facilitate discussions about which student populations would most benefit from these types of programs.

Putting It All Together: Faculty Panel for Next Steps on Implementing Resilience Programs

3:15 - 4:30 p.m.

In this final session, our expert faculty will summarize their suggested next steps for developing resilience programs upon returning to campus. You will have the opportunity to decide which programs you can develop on your campus, what student populations you will seek to serve, who needs to be a part of the discussion, and outline steps for the next 90 days.

Final Q&A & Evaluations

4:30 - 5:00 p.m.

INSTRUCTORS

Rahul Bhat

Learning Strategist, The University of Toronto

Rahul Bhat leads a team of interdisciplinary professionals who support the learning of students with disabilities in the following areas: academic skills, resilience, self-advocacy, communication, and leadership.

From 2015 until 2017, Rahul served as the Project Lead for the University of Toronto's Resilience Project. The Project aimed to build a resilience framework and curricula that would inform existing student life programming and staff training with the overall goal of fostering academic and psychological resilience among students. The Project informed programs and services through a Program Design Institute, a Service Design Institute, and student staff training. Rahul has over 11 years of experience as a student life professional, previously working as a Learning Strategist for the University's Academic Success office, where he spearheaded programming for students on academic probation and those who had experienced academic setbacks. He also founded the University of Toronto's Mentorship Resource Centre, which provided centralized training and resources to the University's many peer mentoring programs. In 2010, he started the St. George campus's First in the Family program, designed to support the transition and learning of first-generation students. Rahul received his undergraduate and graduate degrees from the University of Toronto.

Genevieve Chandler

Professor, University of Massachusetts, Amherst

Dr. Chandler's passion is understanding how to build resilience to interrupt the effect Adverse Childhood Experiences (ACE) have on health risk behaviors, hard-to-treat symptoms, and chronic disease conditions. Her resilience model is the framework for strength-based interventions to develop the capacity to bounce back from stress to promote young adult health and wellbeing. She is a leader in promoting trauma informed care to eliminate seclusion and restraints and create a safe environment for patients and staff on inpatient mental health units. Mentoring as strategy to empower students, nurses, and faculty is the focus of Dr. Chandler's educational research, which has resulted in two books, the award-winning *Ultimate Guide to Getting into Nursing School* and *New Nurse's Survival Guide*, as well as two Robert Wood Johnson New Careers in Nursing awards.

INSTRUCTORS

Jim Helling, LICSW

Senior Clinical Social Worker & Instructor, University of Massachusetts, Amherst

Jim Helling is a psychotherapist, performance consultant, researcher and instructor at the University of Massachusetts, Amherst who directed the Athletic Counseling Office (ACO) for 12 years. Jim maintains a private psychotherapy and consultation practice specializing in psychological trauma, dissociative disorders, and performance optimization. He has a background in public health approaches to psychological and behavioral health promotion and has focused on developing more inclusive and culturally-attuned approaches to college mental health. He is a co-investigator with a multidisciplinary childhood adversity and resilience research team. His national and international publications and presentations focus on topics related to the neurobiology of psychotherapeutic change, embodied psychotherapy, mental health disparities, treatment of dissociative disorders, ACE, equity in college athlete mental health, and trauma-informed care. Jim was formerly an award-winning broadcast photojournalist, documentary cinematographer, producer and director who covered US politics, international & military affairs, investigations, and social issues.

Chad Jankowski

Health Promoter, University of Toronto

In his capacity as a health promoter at the University of Toronto, Chad Jankowski has 10 years of experience in developing, delivering, and evaluating health-promoting initiatives that support success. His work has included consulting with campus partners on the development of health-enhancing solutions, co-creating an institution-wide online mental health training resource, and overseeing the creation and development of the health education and promotion programs at the institution's western campus. In the newly created role of Mental Health Programs Officer for the U of T Faculty of Arts & Science, Chad is pursuing Faculty-wide outreach and engagement initiatives and developing strategic partnerships aimed at enhancing mental wellness for faculty, staff, and students within U of T's largest Faculty.

Within his previous portfolio at Health & Wellness, Chad served as the Project Lead for the Student Life Resilience Project from 2017 to 2019. The Project facilitated dialogue around post-secondary student resilience, built capacity among faculty, staff, and student leaders to enhance their ability to foster personal and academic resilience, and embedded resilience curricula within new and existing student programming.

INSTRUCTORS

Tayyab Rashid

Psychotherapist, The University of Toronto, Scarborough

As a Psychotherapist, Dr. Tayyab has offered individual and group therapy since 2011 to more than 500 UTSC students experiencing depression, anxiety, psychosis, and other mental health related concerns. He has handled more than 150 crises in the past nine years in a variety of clinical situations. As the Lead Researcher of Flourish, he assisted his team in developing a strengths-based preventive mental health program that over 3700 UTSC students have participated in which includes comprehensive online clinical assessment and full-day workshops to reduce distress and increase well-being. Dr. Tayyab has also designed, delivered, and disseminated a large-scale group resilience intervention program and co-wrote a 280+ page train-the-trainer manual that provides an approach to support students with mental health issues in secondary and post-secondary settings. Dr. Tayyab has led a national group to design and launch a 135-page Comprehensive Assessment and Planning Inventory to encapsulate a systemic approach towards a student mental health interactive website.

As a therapist by heart, and researcher by head, at the Health & Wellness Centre, University of Toronto Scarborough (UTSC), Dr. Tayyab tries to integrate symptoms with strengths, resources with risks, weaknesses with values, and hope with regrets. He has tried to do the same with the 9/11 families, with survivors of Asian tsunamis.

Dr. Tayyab has shared insights from these connections through training at diverse settings including Kings College (UK), University of Maastricht, University of Paris, Princeton University, Wellington College (UK), Geelong Grammar School (Australia). Some of these insights have also made into peer reviewed journals and book chapters, as well as have been featured in the *Wall Street Journal*, *Psychology Today*, *Toronto Star*, *The Globe and Mail*, Canadian Broadcasting Corporation (CBC), and TEDx. Guided by Sufi & Yogic philosophies, Dr. Tayyab humbly but actively searches for the half-full portion of the proverbial glass to help his clients explore what makes life worth living. Dr. Tayyab earned his doctorate in Clinical Psychology from Fairleigh Dickinson University (FDU) in New Jersey.

ACADEMIC IMPRESSIONS STAFF

Rabia Khan Harvey

Senior Program Manager, Academic Impressions

Rabia Khan Harvey is a Senior Program Manager for our Compliance, Diversity/Equity/Inclusion, and Student Mental Health domains. She obtained her Bachelor's degree in Psychology from Elmhurst College and is a double-alum of Loyola University Chicago with a Master's in both Higher Education and Human Resources. She has over 18 years of professional experience in Student Affairs, primarily in student housing and Title IX. She has worked for four institutions over the span of these years including Elmhurst College, University of California, Riverside, Loyola University Chicago and Columbia College Chicago. Prior to joining Academic Impressions full-time in May 2018, Rabia served as the Director of Equity Issues & Title IX Coordinator for the Office of Equity Issues at Columbia College Chicago and Assistant Dean of Students/Deputy Title IX Coordinator at Loyola University Chicago. Within these roles, Rabia provided direct oversight of student-on-student sexual misconduct investigations and ensured that sexual harassment matters were addressed efficiently and effectively. Rabia has also served as a subject-matter-expert and educator for Academic Impressions since 2013 specifically for Title IX related topics such as: understanding rape culture and gender-based violence, conducting trauma-informed investigations, and how to resolve sexual misconduct cases using the preponderance of the evidence standard. Rabia was recently recognized by Loyola University Chicago's School of Education as "The 2016 Higher Education Distinguished Alumna Award" for her leadership and dedication to preventing, educating and ending campus sexual violence and mentoring graduate students pursuing careers in Student Affairs.

LOCATION

December 12 – 13, 2019 | Washington, D.C.

Hotel:

Omni Shoreham Hotel

2500 Calvert St. NW

Washington, D.C. 20008

202-234-0700

Room rate:

\$189 + tax

Room block dates:

The nights of December 11 and 12, 2019.

Room block cutoff date:

November 20, 2019.

Reserve Your Room: Please call 202-234-0700 and indicate that you are with the Academic Impressions group to receive the group rate. Please book early - rooms are limited and subject to availability.

The Academic Impressions Experience



Intimate, workshop-style trainings with personalized attention



Trainings are practical and action oriented so you can hit the ground running



Carefully vetted expert instructors who are also practitioners in the field



Learner-centric and designed for interaction and collaboration



Highly recommended:
9 out of 10 participants recommend our trainings to colleagues