

Dennis H. May Diversity Conference

On Mental Health and Higher Education

Cultivating a Sense of Belonging: Going Beyond
Inclusion on Campus

October 1-2, 2023

Dennis H. May Diversity Conference

On Mental Health and Higher Education

Dear Conference Participants:

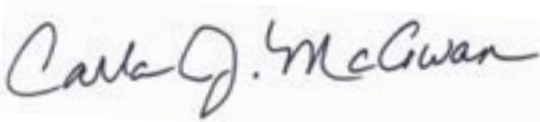
On behalf of the University of Illinois, the Counseling Center and the conference planning committee, I would like to welcome you to this year's Dennis H. May Diversity Conference on Mental Health and Higher Education! We hope you find a rich environment to share, engage, and network with colleagues surrounding issues of diversity on our college campuses.

The topic of this year's conference is "Cultivating a Sense of Belonging: Going Beyond Inclusion on Campus." The last few years have highlighted how important feeling a sense of belonging is for our students' well-being and overall success. Our keynote speaker, Dr. Patricia Arrendondo, will discuss what we as student affairs professionals can do to make sure all students feel like they belong.

We are very fortunate to have a vibrant, collaborative community dedicated to diversity at the University of Illinois. I would like to thank our co-sponsors for this year's conference: the Psychology Department, LAS Access and Achievement Program, University Housing, and the Gies College of Business Office of Access and Multicultural Engagement.

Thank you for joining us! If you have any needs or questions, please see one of the Diversity Conference Committee members.

Sincerely,



Carla J. McCowan, Ph.D.
Counseling Center Director



**Keynote Speaker:
Patricia Arrendondo, Ph.D.
President, Arrendondo Advisory
Group**

Dr. Patricia Arrendondo has dedicated her career to addressing multiculturalism and social justice in higher education and multiple workplaces domestically and globally. Her academic and consultation agendas always position cultural competency development and strategies for inclusion and belonging as essential to mental well-being. Dr. Arrendondo is president of the Arrendondo Advisory Group specializing in organization change through diversity management leadership strategy. Dr. Arrendondo consults to a range of organizations seeking to become more inclusive and equitable and as also provides executive coaching primarily to administrators from underrepresented groups. She is a licensed psychologist and Faculty Fellow with Fielding Graduate University.

Throughout her career, Dr. Arrendondo has held multiple higher education leadership roles. She served as President of The Chicago School of Professional Psychology, Chicago campus, Associate Vice Chancellor for Academic Affairs, University of Wisconsin, Milwaukee (UWM), and Senior Vice-President for Student Initiatives, Arizona State University (ASU). She was a full professor in Counseling and Counseling Psychology with both ASU and UWM.

Cultural competency development is central to Patricia's organizational change consultation and research. She is the author of major cultural competency documents for the American Counseling Association (ACA) and the American Psychological Association (APA). She is the author of 8 books and more than 100 scholarly publications and videos in the areas of immigrant journeys, Latinx mental health, women's leadership, DEIB strategy, and cultural competency development. Her co-authored book, *Women and the Challenge of Stem Professions: Thriving in the Chilly Climate* (2022) addresses the perseverance of women in graduate school and academic units. She is in the process of completing a co-authored book on Counseling with Immigrants and Refugees.

A long-time servant leader, Patricia was president of the American Counseling Association, Founding president of the National Latinx Psychological Association, and Chair of the Board of Directors of the American Association of Hispanics in Higher Education. She recently served as co-editor of *Diversity Business Review*. Currently she is on the boards of Gay Sons & Mothers and the Marie Fielder Center for Social Justice, and BECOME, a social justice agency in Chicago.

Patricia is the recipient of multiple awards and holds Fellow status with both ACA and APA, and an honorary degree from the University of San Diego. Her doctorate in Counseling Psychology is from Boston University. She describes herself as a *Mujerista*, a feminist identity. Patricia is bilingual in English and Spanish and resides in Phoenix and Mexico City. She attributes her mindset for inclusion and belonging to her pre-college years in Lorain, OH and to her risk-taking Oaxacan abuela, family-centered mother, and feminist father.

Sunday, October 1, 2023

1:00 p.m.–2:45 p.m.

Registration
Illini Rooms B & C

3:00 p.m.–4:15 p.m.

Roundtables (see pages 9-10 for summaries)
Illini Rooms B & C

(Out)Reach for the Sky!
Phil Hughes—Bowling Green State University

Embracing the Multicultural World: Fostering Curious, Open, and Understanding Minds on Campus and Beyond
Desiree Rios and Dwira Nandini—University of Illinois Urbana-Champaign

Reflection on Engaging International Students in Counseling Services
Pansorn Benyasut, Psy.D., Chukwunyenye Nweke, M.S.—Wichita State University

Do I Belong? Redefining Inclusion
Srutika Bakshi, M.A., Ashley Chae, M.A., Jasmine Morales, M.A., and David Rivas, M.S.—University of Illinois Urbana-Champaign

4:20 p.m.–4:40 p.m.

INNER VOICES Social Issues Theatre Performance

4:45 p.m.–5:00 p.m.

Welcome and Land Acknowledgment Statement
Lowa Mwilambwe, Associate Vice Chancellor for Student Affairs
Auxiliaries, Health and Wellness
Carla McCowan, Counseling Center Director
Illini Rooms B & C

5:00 p.m.

Keynote Presentation
Patricia Arrendondo
Illini Rooms B & C

6:00 p.m.

Banquet Dinner and Closing Remarks
Illini Rooms B & C

Monday, October 2, 2023

7:45 a.m.–8:20 a.m.

Registration and Continental Breakfast
Illini Union Room 314A

8:20 a.m.–8:30 a.m.

Welcome and Introduction

8:30 a.m.–10:30 a.m.

Workshop
Patricia Arrendondo
Illini Union Room 314A

10:30 a.m.–10:45
a.m

Break

10:45 a.m.–11:45 a.m

Concurrent Session 1 (see pages 11 and 12 for summaries)

The Shape of Survivors: Queer/Trans Identity Development in
Survivors of Sexual Violence
Blake Bullock—University of Illinois at Urbana-Champaign
Room 405

Exploring Belongingness and Inclusion of International Students and Staff at
Historically Predominantly White Institutions
Megan Antonia Fernandes, Psy.D., Tzu-An Hu Ph.D., Shengxi Sun, MPH, Emese
Poszet, LCSW, and Yun Shi, Ph.D.—University of Illinois Urbana-Champaign
Room 406

Fostering Inclusivity and Becoming an Anti-Racist Organization:
Jennifer Ho, Ph.D., Sara Cunningham, Ph.D., and Ranjit Bhagwat, Ph.D.—
University at Albany
Room 407

11:45 a.m.–1 p.m.

Lunch
Illini Union Room 314B

Monday, October 2, 2023, continued

1 p.m.–2 p.m.

Concurrent Session 2 (see pages 13-14 for summaries)

Geek Therapy: A Diverse and Inclusive Framework for Identity and Exploration

Blake Bullock, Shaciarra Hamilton, Quincy Courtwright, Robbie Luten, and Matilda Smith—University of Illinois Urbana-Champaign
Room 314A

Addressing Graduate Student: Self-, Inherent, and Non-Inherent Stressors
Jennifer Cromley—University of Illinois Urbana-Champaign
Room 405

Building Affirming Cultural Spaces, Community, and Collective Healing Among Student Sexual Minorities of Color

Juan R. Pantoja-Patiño, M.S.—University of Notre Dame
Room 406

COVID-19 Social Support Sources and Anxiety among Asian/Asian American College Students

Chenhao Zhao, BS, Raymond La, MA, and Carla D. Hunter, Ph.D.,
University of Illinois Urbana-Champaign
Room 407

2 p.m.–2:15 p.m.

Break

2:15 p.m.-3:15 p.m.

Concurrent Session 3 (see pages 15 and 16 for summaries)

Student Sense of Belonging at Illinois

Beth Hoag, Ph.D., Ryan Young, Ph.D., and Hsin-Yi “Sandy” Kao, Ph.D.—
University of Illinois Urbana Champaign
Room 405

Trauma-Informed Techniques for Survivor Success and Belonging

Gabrielle Schwartz, MPH—University of Illinois Urbana Champaign
Room 406

How Social Connection and Sense of Belongingness Shapes College Students' Well-Being—Suggestions on How to Increase International

College Students' Sense of Belonging

Zizhuo (Grace) Yin, M.S. Ziqing (Christen) Yu, Theresa Nutten, Ph.D.,
Nancy L. Badger, Ph.D. HSPP—Purdue University
Room 407

Monday, October 2, 2023, continued

3:15 p.m.-3:30 p.m.

Break

3:30 p.m.-4:30 p.m.

Concurrent Session 4 (see page 17 for summaries)

Dismantling Disordered Eating and Body Image Through a Multicultural lens

Michelle LeMay, Ph.D, and Shaciarra Hamilton, Psy.D.—University of Illinois Urbana Champaign

Room 405

Using Kuwentos (Storytelling) to Cultivate Bahay (a Sense of Belonging) for Filipino/a/x Students

Megan Antonia Fernandes, Psy.D., MB Cornejo, and Victoria Pagsanghan—University of Illinois Urbana Champaign

Room 406

Supporting International Students: Advocacy, Inclusion, and Belonging
Manisha Rustagi, Ph.D. and Jennifer Mazzetti, Psy.D.—Northwestern University

Room 407

Roundtables

Sunday, 3-4:15 p.m.

(Out)Reach for the Sky!

Phil Hughes—Bowling Green State University

In this roundtable discussion, participants will have an opportunity to discuss how their campus is engaging in outreach to educate and promote mental health awareness, wellness, and suicide prevention to historically marginalized populations. Often when we engage in outreach we do not focus our efforts on the historically marginalized folx who never enter our spaces that need our support. By engaging in discussion, identifying barriers and solutions to issues we may face in our efforts to reach marginalized folx, participants will leave with new inspiration, ideas, motivation, and empowerment to implement new programming on their campuses.

Embracing the Multicultural World: Fostering Curious, Open, and Understanding Minds on Campus and Beyond

Desiree Rios and Dwira Nandini—University of Illinois Urbana-Champaign

In this roundtable, we aim to address the implications of our topic for college students and their communities. We believe that embracing the multicultural world is essential for creating inclusive and vibrant college campuses. Through interactive discussions, engaging activities, and real-life examples, we will encourage students to explore the diverse cultures present on their campus and beyond. We will highlight the benefits of cultural exchange and understanding, emphasizing how it broadens perspectives, enhances empathy, and promotes global citizenship. Additionally, we will provide practical strategies for students to actively engage with multicultural communities and foster a sense of belonging for all. By developing an openminded and curious approach, students can contribute to creating an environment that values diversity, promotes understanding, and cultivates global awareness. By fostering curious, open, and understanding minds, our presentation seeks to empower students to embrace the multicultural world around them, both on the college campus and in their broader communities.

Reflection on Engaging International Students in Counseling Services

Pansorn Benyasut, Psy.D., Chukwunenye Nweke, M.S.—Wichita State University

International students often underutilize counseling services in higher education although they experience many stressors that are unique to their status as an international student. Students experience barriers to seeking services which may include stigma, uncertainty about purpose/utility of services, and language and cultural barriers. Counseling centers face the need to continue to adapt to changing student population and respond to the needs of diverse students including that of international students. Challenges for serving international students are discussed along with discussion on how counseling centers may better serve IS and engage them in services.

Roundtables

Sunday, 3-4:15 p.m.

Do I Belong? Redefining Inclusion

Srutika Bakshi, M.A., Ashley Chae, M.A., Jasmine Morales, M.A., and David Rivas, M.S.—University of Illinois Urbana-Champaign

As trainees and staff members, we are interested in exploring how to navigate a sense of belonging in the workplace and how to build community when sharing group memberships with our serving populations. Sharing our experiences, we will be reflecting on the different barriers and growth areas we have encountered. We also hope to co-create suggestions that continue to foster inclusivity. Our topics will include challenging what people mean by belonging and who gets to define it, invisible and visible identities, “microaggressions” and the term itself, staff representation and the impact on the community, and building community while also being a minority in the community we serve.

Concurrent Session 1

Monday, 10:45 a.m.-11:45 a.m.

The Shape of Survivors: Queer/Trans Identity Development in Survivors of Sexual Violence
Blake Bullock—University of Illinois at Urbana-Champaign
Room 405

College campuses are institutions ripe with opportunities—for personal, academic, and social growth—but also the very real potential for trauma, particularly by sexual violence. College-age students of all genders are at increased risk for sexual violence during their time at university and this is disproportionately true for students who identify as LGBTQIA+. There exists a breadth of research on the common experiences of sexual and gender identity development over the lifespan, but little into how these developmental milestones may be disrupted by sexual trauma. This workshop is aimed at first exploring the quantitative prevalence and qualitative complexities of sexual violence among queer and trans communities before mapping these experiences onto evidence-based sexual and gender identity development models in literature. By integrating the psychological and sociological, participants will have the opportunity to newly explore healing from sexual violence through the lens of queer and transgender theorists. Participants will review recent research findings in the prevalence of sexual violence among LGBTQIA+ people across the lifespan and discuss the unique complexities of these cases in college counseling centers. They will then engage in a creative activity exploring sexual and gender norms as well as how they are reified by sexual violence and challenged through counseling and other forms of healing. Finally, participants will collaborate to discuss personally preferred treatment modalities for survivors of sexual violence and discuss integrating workshop skills and information into their current practice in college counseling centers.

Exploring Belongingness and Inclusion of International Students and Staff at Historically Predominantly White Institutions

Megan Antonia Fernandes, Psy.D., Tzu-An Hu Ph.D., Shengxi Sun, MPH, Emese Poszet, LCSW, and Yun Shi, Ph.D.—University of Illinois Urbana-Champaign
Room 406

A team of 4-5 international staff from the Counseling Center and International Education, serving university level students facilitate discussion with attendees around shared experiences, observations, initiatives that universities (PWIs) take towards creating an inclusive space for all international staff/students. Stages of adaptation to a new culture and the concept of Acculturation as a two way process will be discussed. Themes around empowerment, self-advocacy, navigating tokenism, coping with acculturative stress and innovative ideas to promote belongingness for staff/ students at PWIs will be explored.

Concurrent Session 1

Monday, 10:45 a.m.-11:45 a.m.

Fostering Inclusivity and Becoming an Anti-Racist Organization:

**Jennifer Ho, Ph.D., Sara Cunningham, Ph.D., and Ranjit Bhagwat, Ph.D.—University at Albany
Room 407**

It has become imperative for colleges and universities to take proactive measures in addressing diversity, equity, and inclusion (DEI) issues (Brunner et al., 2014; Suárez et al., 2018). College and university counseling centers, as vital components of campus resources and services, play a crucial role in creating a safe and inclusive environment and fostering cultural responsiveness to student diversity. However, there is a noticeable lack of literature discussing DEI initiatives, planning, and outcome measurement specifically within university counseling centers (Reynolds & Pope, 2003). Consequently, our roundtable aims to share our transformative journey towards fostering inclusivity and becoming an anti-racist organization within the context of a university counseling center (Lingras et al., 2023). We will discuss our comprehensive approach, including the creation of a Diversity Steering Committee, the delivery of multicultural seminars, the integration of predoctoral interns in all-staff training, and the implementation of a self-assessment tool to assess the center's commitment to anti-racism and anti-oppression (LaCour, 2018). Moreover, we will explore the complexities of power dynamics within the counseling center environment, highlighting how they have provided opportunities for growth and transformation. We will further discuss the integration of pre-doctoral psychology interns in all-staff training and the planning and facilitation of multicultural seminars, emphasizing the value they bring to DEI initiatives within the counseling center setting (Magyar-Moe et al., 2005). Our roundtable will engage participants in meaningful conversations and offer insights into practical strategies for college and university campuses striving to create more inclusive and equitable environments.

Concurrent Session 2

Monday, 1 p.m.-2 p.m.

Geek Therapy: A Diverse and Inclusive Framework for Identity and Exploration

Blake Bullock, Shaciarra Hamilton, Quincy Courtwright, Robbie Luten, and Matilda Smith—University of Illinois Urbana-Champaign

Room 314A

This workshop aims to provide a brief introduction to Geek Therapy by providing the definition of Geek Therapy and highlighting the benefits of its use in clinical settings. Geek Therapy is often defined as an affinity-based model of therapeutic intervention and communication based on the relational-cultural theory that the best way to understand each other, and ourselves, is through the media we care about. Compared to many traditional methods and depictions of therapy, Geek Therapy utilizes diverse resources creatively to support students getting their needs met using tools that are familiar and significant to them. Incorporating those aspects of someone's life personalizes the therapeutic process and uses all the resources available within our world. Presenters and presentees will have the opportunity to explore their own identities and connections to fandoms and communities. In many ways, the media we care about often offers us as clinicians, and as people, community. This workshop also aims to facilitate a space where professionals can connect with like-minded individuals and enjoy a sense of community through discussions around pieces of their identities that may not be as routinely explored. Through the community of clinicians and members of respective fandoms, we can connect, collaborate, and collect resources that we can employ to help meet our own personal needs, as well as those of our clients. This work often takes "all" of us as professionals and using our passions in our work with our clients and colleagues, we can be more authentic, more relatable, more connected, and more fulfilled. This workshop plans to view the social justice, diversity, and equity aspects of Geek Therapy and discuss the ways that Geek Therapy can be used to serve historically underrepresented and marginalized communities. The final aspect of this workshop will focus on brainstorming ideas and possible plans for implementing various media and Geek Therapy techniques discussed in this workshop in personal and professional settings.

Addressing Graduate Student: Self-, Inherent, and Non-Inherent Stressors

Jennifer Cromley—University of Illinois Urbana-Champaign

Room 405

A large-scale longitudinal interview study of graduate student stressors showed that while some arise from the self (e.g., perfectionism), others are due to inherent parts of doctoral training (e.g., teaching-research conflict), while others are caused by actors in the doctoral education system (e.g., microaggressions). In this interactive presentation we share results from our study, invite examples from attendees, and map these stressors to a job stress model. We then offer a framework for responding to stressed students differentially depending on whether a stressor is self-, inherent, or not-inherent.

Concurrent Session 2

Monday, 1 p.m.-2 p.m.

Building Affirming Cultural Spaces, Community, and Collective Healing Among Student Sexual Minorities of Color

**Juan R. Pantoja-Patiño, M.S.—University of Notre Dame
Room 406**

Student sexual minorities of color (i.e., LGBTQ+ of color) are a multifarious group with unique strengths and cultural experiences. At the same time, they often have many hurdles they must overcome because of how college institutions are systematically structured. Current structures like academic curriculum, residential life, financial support, and the general campus climate tend to thwart student sexual minorities of color sense of belonging. Mainly because college institutions don't center student sexual minorities of color needs. Even within LGBTQ centers, these are usually attending to single aspects of a person's identity (e.g., sexual orientation, gender identity) but not the intersection of one's race. These institutional practices create exclusion for student sexual minorities of color. Thus, this presentation aims to outline factors that promote exclusion and inhibit students' sense of belonging along with emphasizing practices that can promote sense of belonging by building affirming cultural spaces, community, and collective healing. This presentation provides a cultural context of who are student sexual minorities of color, as well as common concerns they experience, collective strengths they possess, and implications for therapy and outreach. The cultural context of students will help attendees better understand the nuances of their lived experience and needs, to cultivate a presence of security/safety, acceptance, and support where student sexual minorities of color can be authentic and flourish. Attendees will also see how to capitalize on students' strengths to facilitate collective healing and a sense of belonging. Implications for outreach will consist of advocacy efforts, asset mapping, and bringing change to the social environment of college institutions.

COVID-19 Social Support Sources and Anxiety among Asian/Asian American College Students

**Chenhao Zhao, BS, Raymond La, MA, and Carla D. Hunter, Ph.D., University of Illinois Urbana-Champaign
Room 407**

Asian and Asian American (A/AA) college students reported increased anxiety symptoms during the COVID-19 pandemic (Cheng et al., 2021; Dong et al., 2022). This concerning trend has been attributed to distinct experiences of the COVID-19 pandemic in the broader Asian community, including anti-Asian hate crimes, COVID-19 fatalities, and socioeconomic stressors (Grills et al., 2022; Saw et al., 2022). Findings from previous studies indicated that social support may be a protective factor against anxiety in A/AA populations (Sangalang & Gee, 2008, Zhou et al., 2013). However, less known is whether these findings are applicable to A/AA college students or whether these benefits may differ by sources of support (i.e., family, friends, and significant others). Therefore, additional research is needed to examine whether source of social support may help mitigate anxiety symptoms among A/AA college students during the pandemic. The present study investigated the relationship between social support and anxiety among 281 Asian/Asian American college students aged 18-30 ($M = 19.65$, $SD = 1.77$) attending a large Midwestern university during the COVID-19 pandemic. Social support was measured using the Multidimensional Scale of Perceived Social Support (Zimet et al., 1998) subscale scores (i.e., family subscale, friends subscale, and significant other subscale) for corresponding social support sources. Anxiety was measured using the Beck Anxiety Inventory (Beck et al., 1988). Findings suggest that only familial social support assists A/AA college students in reducing anxiety symptoms during the pandemic, highlighting the significance of close family ties during situational intergroup conflicts. The significance of situational factors in A/AA mental health and the role of higher education in facilitating social support will be discussed. The presentation will conclude with recommendations for the university community regarding how to advise and educate A/AA college students to effectively develop positive social support sources.

Concurrent Session 3

Monday, 2:15 p.m.-3:15 p.m.

Student Sense of Belonging at Illinois

**Beth Hoag, Ph.D., Ryan Young, Ph.D., and Hsin-Yi “Sandy” Kao, Ph.D.—University of Illinois Urbana Champaign
Room 405**

Student’s feelings of belonging on college campuses is closely tied to success, retention, and persistence. Results from campus surveys at Illinois had showed a decline in student belonging in recent years. Although COVID-19 and the related measures have likely contributed to this decline, further investigation is needed to identify what leads to students’ feelings belonging or Reporting provided by Web Services at Public Affairs | University of Illinois at Urbana-Champaign Page 3 not belonging at Illinois. The purpose of this study was to better understand how Illinois students conceptualize sense of belonging, allow students to tell their stories of belonging or not belonging on campus, and identify what campus environments/experiences contribute to belonging to make programmatic improvements/interventions. Researchers from across Student Affairs conducted 60-minute semi-structured interviews with Sophomore and Junior students, oversampling African American students. We discuss several findings from these interviews, focusing where students were asked to share experiences that made them feel like they belonged and were valued at Illinois, experiences that challenged those positive feelings, and their interactions with campus activities, services, offices, student groups, and other experiences that were instrumental in developing or detracting from their sense of belonging. We also asked participants to indicate on a campus map they felt most and least comfortable. This unique question allowed participants to anchor their abstract conceptions of sense of belonging to physical spaces on campus and to help with recall of experiences that they may wish to discuss during the analysis. Findings will be utilized across Student Affairs to call into question how programs and services are presented to students and how students are encouraged or discouraged to interact with various offices. Additionally, this project was conducted with a focus to how Student Affairs research should be conducted at Illinois and the ethic of care that must be applied when discussing topics of a potentially sensitive nature—these best practices will be shared.

Trauma-Informed Techniques for Survivor Success and Belonging

**Gabrielle Schwartz, MPH—University of Illinois Urbana Champaign
Room 406**

Research shows that students who experience sexual misconduct are more likely to experience depression, anxiety, suicidal ideation, poor health, difficulty sleeping, activity limitations, and development of a chronic disease, or chronic mental illness. These adverse impacts directly affect student wellbeing, learning and success. University of Illinois students regularly cite difficulties with concentration, attendance, assignment completion, and emotional stability in class as a result of their traumatic experiences. Confidential Advising provided by the Women’s Resources Center is essential to crafting a campus support system for those who have experienced gender-based violence and providing avenues to proactively determine one’s next steps in a truly informed manner. This presentation will introduce neurobiology of trauma, an overview of advocacy services and other campus support options, and the role of confidential advisors in supporting survivors on their own terms to help them initiate their healing journeys and assure their continued academic success. Participants will be invited to practice trauma-informed responses and identify specific strategies for supporting their students. This presentation will conclude by identifying continued gaps in advocacy and support services and potential strategies to create a campuswide approach that more collectively addresses sexual violence.

Concurrent Session 3

Monday, 2:15 p.m.-3:15 p.m.

How Social Connection and Sense of Belongingness Shapes College Students' Well-Being—Suggestions on How to Increase International College Students' Sense of Belonging

Zizhuo (Grace) Yin, M.S. Ziqing (Christen) Yu, Theresa Nutten, Ph.D., Nancy L. Badger, Ph.D. HSPP—Purdue University

Room 407

As university counseling center gradually transfer to triage in order to increase student safety and reducing the number of suicides, there are a growing number of resources that students in distress can utilize. For this roundtable discussion we will present research examining social connection and sense of belonging for college students in this study, students took the Social Connectedness Scale – Revised (Lee, Draper, & Lee, 2001), which consists of eight statements for students to respond to regarding the amount of connection they feel with others, as well as indicated their sense of belonging at their university using a Likert scale. We found that social connection significantly influences students' help-giving behaviors in college, $p < 0.001$, $OR = 1.414$, $CI = [1.179, 1.7]$. Sense of belonging significantly influences students' willingness to help-seeking behavior among college students, $p < 0.001$, $OR = 1.843$, $CI = [1.521, 2.238]$. This research aims to highlight the necessity of fostering social connection and sense of belonging on college campuses. Implications for suicide prevention within university counseling center are discussed considering these findings. The presentation will discuss Purdue University resources to help students increase their sense of belongingness in general and discuss CAPS resources on how to support international students. Presenters will highlight resources on integrating cultural perspectives into mental health resources since 33% of Purdue university's student population is international students. Presenters will also discuss the difference of supportive resources between Public Universities and Private Universities (Purdue V.S. UPenn) and discuss the obstacles in helping students increase their sense of belongingness in different settings. Furthermore, presenters will explore how to facilitate a sense of belonging and connectedness for international students based on the presenter's racial and ethnic identities.

Concurrent Session 4

Monday, 3:30 p.m.-4:30 p.m.

Dismantling disordered eating and body image through a multicultural lens

**Michelle LeMay, Ph.D, and Shaciarra Hamilton, Psy.D.—University of Illinois Urbana Champaign
Room 405**

Research consistently shows the presence of treatment teams leads to symptom improvement for individuals struggling with disordered eating and body image concerns. That's simple for hospital systems, but how can universities, who arguably have the largest sample of individuals struggling with these very things, create such a team on campus? Our presentation will address hurdles of creating such a team as well as ways to go beyond this to provide care for students.

Using Kuwentos (Storytelling) to Cultivate Bahay (a Sense of Belonging) for Filipino/a/x Students

**Megan Antonia Fernandes, Psy.D., MB Cornejo and Victoria Pagsanghan—University of Illinois Urbana Champaign
Room 406**

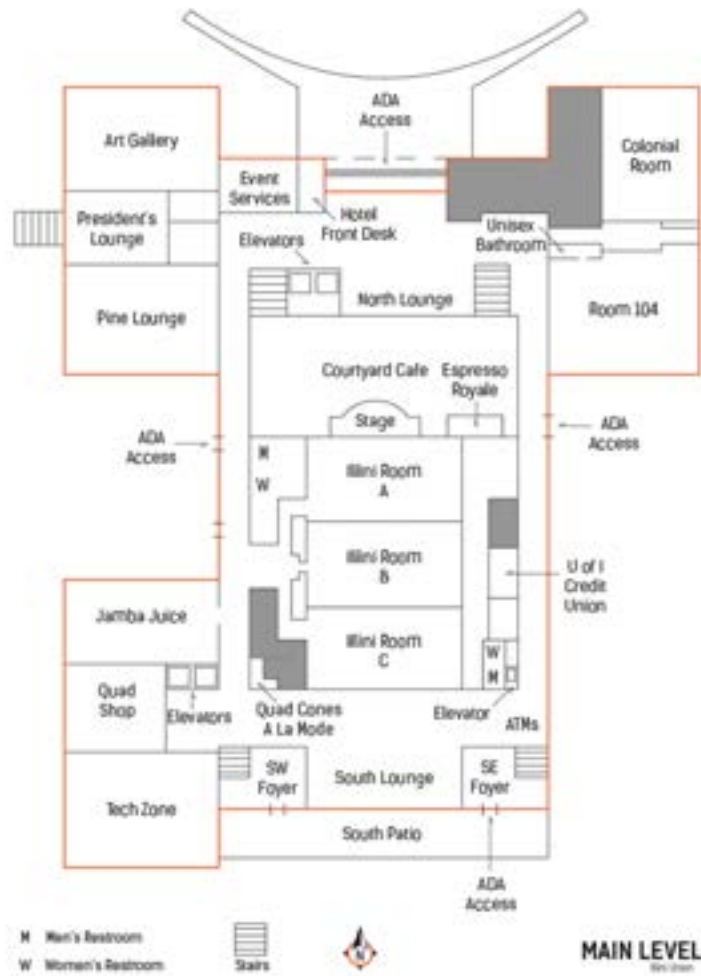
The purpose of this presentation is to better understand the unique challenges that Filipino/a/x students may face in higher education as well as become equipped with the tools to foster an improved sense of belonging (bahay) and academic success. First, we will discuss mental health related topics concerning the Filipino/a/x community, such as the model minority myth, colonial mentality, and transgenerational trauma. Moreover, we will examine how these concepts can contribute to family pressures and mental health stigma for Filipino/a/x folks, especially in college or university settings. Then, we will introduce the term "kuwentos," which is a communicative tool drawn from the Philippines and oral traditions (Jocson, 2008). By extension, we will learn about its connection to counter-storytelling, which is a tenet of narrative theory that can provide a means for validating one's lived experiences and resisting oppression. Finally, we will practice sharing our narratives with small group discussions and identify ways to empower Filipino/a/x students so they can recognize and appreciate their own strengths, identities, and cultures.

Supporting International Students: Advocacy, Inclusion, and Belonging

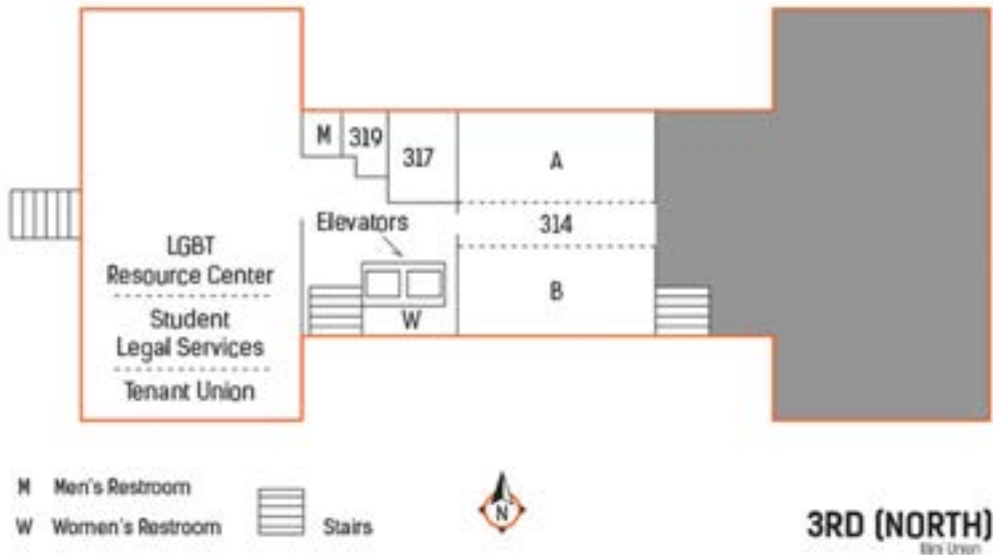
**Manisha Rustagi, Ph.D. and Jennifer Mazzetti, Psy.D.—Northwestern University
Room 407**

Even though thousands of international students come to the United States (U.S.) every year to pursue higher education, university and college campuses across U.S. struggle to adequately support these students in terms of language, religious, food, educational, cultural, and ethnic diversity. In addition to these specific barriers, international students also face challenges in terms of immigration and visa, microaggressions, racism, finances, culture shock, and acculturation related difficulties. Despite these adversities, they are expected to excel academically while having very limited support. As such, university counseling centers serve a unique role in the experience of international students. They have the opportunity to collaborate with various departments and off campus resources such as disability resource center, educational departments, diversity and multicultural centers, Ombuds office, religious and spiritual life. This collaborative care can further help international students to feel supported, experience an increased sense of belonging to the campus community, and become more aware of their rights and resources. During this roundtable discussion, the presenters will discuss a few specific interventions to help improve the overall experience of international students. More specifically, the presenters will accomplish this by exploring a specific program called Coffee Talk that has been in place at Northwestern University's campus for the past 7 years. Based on self-reflection and feedback from international students, the presenters will discuss specific examples and interventions that students have found to be most helpful.

Illini Union First Floor



Illini Union Third Floor



Illini Union Fourth Floor



Nearby Eateries

If you're looking for a snack or will be staying on campus for dinner on Monday evening, there are many options available in the Illini Union:

- Just Bee Acai
- Maize Mexican Grill
- Thai Fusion
- Quad Shop
- Starbucks Coffee
- Tropical Smoothie Café

Just west of the Illini Union near Green Street, there are many restaurants to choose from:

- Ambar Indian Buffet
- Bangkok Thai
- Chipotle Mexican Grill
- Cocomero Frozen Yogurt
- Cravings Chinese
- Dunkin' Donuts
- EVO Chinese
- Jerusalem Restaurant
- Joe's Brewery
- Legends Pub
- McDonald's
- Mandarin Wok
- Murphy's Pub
- Noodles & Company
- Panda Express
- Potbelly Sandwich Works
- Sakanaya Sushi
- Starbucks Coffee
- Subway
- Za's Italian Cafe
- Zorba's Restaurant

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Student Affairs

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN

Counseling Center
counselingcenter.illinois.edu
217-333-3704