Point and Click Solutions has the leading integrated scheduling, electronic health record, case notes, and patient web portal system for student health and counselling services. Our systems feature university registration interfaces and are optimized for the unique needs of student health and counselling services in Australia, New Zealand and the USA. Point and Click Solutions is known for products that have tremendous power and capabilities while maintaining simple, intuitive user interfaces that require minimal training. These products, coupled with our outstanding support services, provide one of the best solutions available today for university health and counselling services.
Presentation types

Presentations at the conference will fall under one of these four categories.

**Oral Presentations**
These are presentations on significant programmes, projects and research, which will be allocated a 40-minute time slot in the conference programme (25–30 minutes of presentation time plus 10–15 minutes of discussion and question time).

**Roundtable Discussion Sessions**
These are an opportunity to facilitate exploration of and discussion on a selected topic, which will be allocated a 40-minute time slot in the conference programme.

**Poster Presentations**
These allow presenters to display materials on a topic of interest in poster (A1) format. Presenters are encouraged to provide very brief summary handouts for participants. Presenters will be available to speak about their posters during lunch between 12.40 and 1.40pm on Thursday 5 December, and poster materials will be displayed throughout the conference.

**International Café Session**
This is a student services version of speed dating!
Come and be part of the fun on Thursday 1.40–3.05pm.
Try a taste of several different international topics/issues presented by visiting international and local student service professionals in small groups. Through conversations with others, learn about the many different views on the topics.

**How it works**
- At each café table the student services professional will give a 5-minute quick topic update and begin the discussion with those around the table—ideas and thoughts will be recorded and summarised for publication later.
- You will have 3–4 chances to move around and ‘speed date’ in the time allowed

More information on the topics will be available at the conference registration desk.
### Wednesday, 4 December

**7.45–8.45am**
- Registration | Alan MacDiarmid Foyer

**8.45–9.30am**
- Powhiri and conference opening | Te Herenga Waka Marae

**9.30–10am**
- Morning tea | Te Herenga Waka Marae

**10–11am**
- Keynote 1: Professor Marcia Devlin, University of Ballarat, Melbourne | HU LT 323

**11.10–12noon**

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<tr>
<th>Stream 1</th>
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<th>Stream 3</th>
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<tbody>
<tr>
<td>Jane Foster</td>
<td>Mytern SMS: An innovative approach to increase students’ achievement, sense of wellbeing and levels of resilience</td>
<td>Jim Elliott &amp; Michelle Orr (RT)</td>
<td>Who is responsible for orientation?</td>
<td>Karen Smith &amp; Liz Chinlund</td>
<td>e-Portfolios as a tool for supporting student reflection on graduate attributes and employability skills</td>
<td>Merrin McCracken &amp; Jackie Weinman</td>
<td>Learning access plans: What are we learning?</td>
<td>Nicola Panapa, Marc Wilson &amp; Tash Buist (RT)</td>
<td>PSYC Survivor: Transitioning students into the school and wider university</td>
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**12–1pm**
- Lunch | Alan MacDiarmid Foyer

**1–2.10pm**
- Ako Aotearoa Presentation: Pete Hodkinson & Nicholas Huntington | CO LT 122

**2.10–3pm**

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<td>Seher Arslan &amp; Annie Andrews</td>
<td>Student minds: Promoting mental health and wellbeing on campus</td>
<td>Misha Monstead</td>
<td>All for one and one for all: Designing a tiered orientation and mentoring program</td>
<td>Mervyn Protheroe &amp; Fiona Breen</td>
<td>The impact of academic advice on student completions at an Institute of Technology</td>
<td>Laura Dimock, Stuart Martin, Maria Goncalves-Rorke &amp; Matt Houston (RT)</td>
<td>Can student support services effectively mitigate the impact of financial stress on study?</td>
<td>Peni Fa’alogo &amp; Moana Oh</td>
<td>Increasing Māori and Pacific postgraduate participation within a holistic learning continuum</td>
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**3–3.30pm**
- Afternoon tea | Alan MacDiarmid Foyer

**3.30–4.20pm**
- Philomena Renner | Addressing the spectrum of student distress and promoting student success | Aaron Osmachenko | Mindfulness: A mediator of interpersonal style in predicting academic adjustment | David Essex | Off-campus students—out of sight but in mind | Jo Hodge & Erikka Hellwell (RT) | An ecological approach to working with students | Tanya Griffiths & Natasha Harrison (RT) | Is change necessary to move forward? |

**4.20–5.10pm**
- Matt Houston & Lucy Treadwell | Managing mental health issues in halls of residence: The Student Support Coordinator response | Catherine Mann & Daniel Persaud | Building bridges: Connecting student development and wellbeing | Mary Silvester | Cracking the reading code | Davina Morley & Leeanne Purdom | Trans support group and bisexuality discussion group (Dancing on the Fence): Our experience running sexually and gender diverse student support groups | Maria Williams & Dayna Eggeling | Balancing students’ cultural needs with the institute’s demands: A novel approach to academic mentoring |

**5.20–6.20pm**
- AGM with informal drinks | AM 101
Mindfulness: A mediator of interpersonal style in predicting academic adjustment

Aaron Osmachenko, University of Southern Queensland

Chair: Mark Rainier, Massey University

Stream 2
AM 102
Wednesday, 4 December
3.30–4.20pm

Learning Objectives
By the end of this presentation participants will:

1. have an understanding of the theoretical link between interpersonal style and tertiary education adjustment
2. know how mindfulness can potentially assist individuals with insecure attachment styles with first-year tertiary adjustment
3. be presented with evidence for mindfulness based interventions targeting first year experience students.

Abstract
The transition to university not only requires academic learning, but there are also a range of social skills that are required for adaptation to tertiary level education. The current research identified interpersonal style and mindfulness as frameworks and theoretical perspectives to address first-year university students’ adjustment to their new milieu. This qualitative research examined the relationship between students’ attachment styles, mindfulness and academic adjustment using self-report measures with students who identified as being in their first-year of university. The methodology used to examine these relationships was a demographic-matched design, with groups of self-identified mediators and non-mediators. The results indicated that in a meditative sample of first-year university students who scored higher in insecure attachment style, their results negatively predicted academic adjustment, and this was partially mediated by higher scores in mindfulness. However, this was not the case for students who endorsed higher levels of avoidant attachment style. Research implications and limitations are discussed with future research suggestions, which may provide the impetus for further work in the area of student adjustment to first year of university.

Bio
Dr Aaron Osmachenko’s research presented here was part of his studies in clinical psychology. He is currently a Psychologist in Student Services at the University of Southern Queensland and is dedicated to understanding and assisting tertiary education students adjusting to the demands of engaging in their educational goals. In particular, Aaron is interesting in student First Year Experience. He intends to undertake further research about the effectiveness of group therapy modalities in assisting tertiary education student adjustment to university.
Supporting students from low socioeconomic backgrounds: A theoretical framework for student services (ROUNDTABLE)

Christie White, University of Southern Queensland

Chair: Maria Goncalves-Rorke, Victoria University of Wellington

Learning Objectives

By the end of this presentation participants will:

1. recognise the history of participation of students from low socioeconomic backgrounds in higher education
2. learn a theoretical framework to underpin the evolution of Student Services departments
3. assess the framework against one’s own expert knowledge in this area and consider implementation.

Abstract

The traditional student profile in higher education in Australia is potentially changing, with an increase in energy to raise the participation rates of students from low socioeconomic backgrounds over the past few years. People from low socioeconomic backgrounds have historically low rates of participation in higher education. Previous research suggests that there are complex factors associated with their participation rates and they may have specific non-academic support needs. In Australia, while there is some existing research to suggest that non-academic support services make a significant contribution to the student experience, there appears to be little research that investigates the ability of those services to adequately support students from low socioeconomic backgrounds. This roundtable discussion will outline the results of a doctoral study seeking a theoretical framework to inform the development of Student Services departments in higher education to take account of changes in the traditional student cohort. The discussion will help explore this concept in practical terms and assess its resonance with experts in the field.

Bio

Christie White is the Director of Student Services and Social Justice at the University of Southern Queensland (USQ). A psychologist by trade, Christie’s role is now focused on achieving strategic outcomes for the University, enabling students from diverse backgrounds to not only participate in higher education but succeed as well. Her leadership role at USQ includes playing a crucial role in the University’s response to critical incidents. She is currently undertaking a Doctor of Education, with her research aiming to develop a theoretical framework to enable Student Services in higher education to adequately support students from low socioeconomic backgrounds.
Responding to trauma: Achieving institutional objectives and meeting professional ethics—it can be achieved (ROUNDTABLE)

Christie White, University of Southern Queensland
Chair: Marion Kirker, Victoria University of Wellington

Abstract
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