

**Counseling Centers of New York (CCNY)**  
**37th Annual Conference**  
**Skidmore College**  
**Saratoga Springs, NY**  
**June 5-7, 2019**



# Contents

Acknowledgements.....	3
Pronouns.....	4
Schedule-at-a-Glance .....	5
Continuing Education Information.....	7
Conference Program.....	8
Wednesday.....	8
Thursday .....	9
Friday.....	22
Book Orders .....	32
Campus Map.....	34

The 2019 Counseling Centers of New York conference would not have been possible without the gracious assistance of a number of individuals and departments. We would like to thank the following for helping to make this event a success:

Skidmore College Office of Special Programs

Skidmore College Dining Services

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Discover Saratoga

Dean Cerri Banks

Ms. Shannon Moore

Dr. Leya Moore

# Pronouns

At the CCNY 2019 conference registration table, there are pronoun peel-off stickers that we invite you to add to your name badge. We thank the NASPA Strategies Conferences (held this January in Washington, DC), and the resources listed below, for the following description. To learn more, visit:

[www.mypronouns.org](http://www.mypronouns.org)

<https://pronounsday.org/>

<http://www.transstudent.org/definitions/>

<https://thebodyisnotanapology.com/magazine/pronoun-round-etiquette/>

## My Pronouns Are

They / Them / Their

She / Her / Hers

Ze or Zie / Hir / Hirs

He / Him / His

Please use my name.

\_\_\_\_\_ [write in] \_\_\_\_\_

## What do the pronoun stickers mean?

As a group that recognizes and appreciates diversity in relation to, and across the intersections of position, race, color, national origin, religion, sexual orientation, gender identity and expression, veteran status, age, socioeconomic status, and disability, we strive to create an inclusive and welcoming environment for all conference participants.

It is important to offer opportunities for all participants, including trans\* and gender non-binary and/or gender non-conforming participants, to share pronouns in settings where introductions are invited. Pronoun stickers allow for everyone to indicate pronouns, so that each individual may feel safe at this conference, and to enhance our ability to communicate respectfully.

We encourage all conference participants to use a pronoun sticker.

## CCNY 2019 Conference Schedule-at-a-Glance

### **Wednesday, June 5, 2019**

8:30am – 10:00am	CCNY Registration and Check-In (Gannett Lobby)
8:30am – 10:00am	On-Campus Housing Check-In (Information Desk @ Case Center)
8:30am – 10:00am	Continental Breakfast available (Gannett Lobby)
10:00am – 1:00pm	Pre-Conference Workshop – Dr. Michael Hoyt (Gannett Aud.)
1:15pm – 2:15pm	Lunch (2 <sup>nd</sup> Floor, Dining Hall)
2:30pm – 5:30pm	Pre-Conference Workshop – Dr. Michael Hoyt (Gannett Aud.)
3:45pm – 4:00pm	Mid-Afternoon Break (Gannett Lobby)
5:45pm – ??	Dinner – individual plans (Downtown)

### **Thursday, June 6, 2019**

7:30am – 9:00am	Buffet Breakfast (2 <sup>nd</sup> Floor, Dining Hall)
8:00am – 9:00am	CCNY Registration and Check-In (Gannett Lobby)
8:30am – 9:00am	On-Campus Housing Check-In (Information Desk @ Case Center)
9:00am – 9:30am	Welcome & Opening Remarks – Andy Demaree & Dean Cerri Banks (Gannett Aud.)
9:30am – 11:00am	Keynote Address – Dr. Peter Cornish (Gannett Aud.)
11:00am – 11:15am	Mid-Morning Break (Gannett Lobby)
11:15am – 12:30pm	Breakout Session I (Emerson Aud.; Davis Aud.; Palamountain 201, 300, 301 & 303)
12:30pm – 1:30pm	Lunch (1 <sup>st</sup> Floor, Dining Hall — tickets provided); Mentors & Mentees Connect
1:45pm – 3:00pm	Breakout Session II (Emerson Aud.; Davis Aud.; Palamountain 201, 300, 303 & 304)
3:00pm – 3:30pm	Mid-Afternoon Break (Gannett Lobby)
3:30pm – 4:45pm	Breakout Session III (Emerson Aud.; Davis Aud.; Palamountain 201, 300, 303 & 304)
4:45pm – 6:00pm	Break
6:00pm – 6:45pm	Pre-Dinner Reception at Case Center
7:00pm – 8:30pm	Dinner (2 <sup>nd</sup> Floor, Dining Hall)

**CCNY 2019 Conference  
Schedule-at-a-Glance  
(continued)**

**Friday, June 7, 2019**

7:30am – 8:45am	Directors' Breakfast Meeting (2 <sup>nd</sup> Floor, Dining Hall)
7:30am – 8:45am	Breakfast for All Other Attendees (1 <sup>st</sup> Floor, Dining Hall — tickets provided)
9:00am – 10:15am	Breakout Sessions IV (Emerson Aud.; Davis Aud.; Palamountain 201, 300, 301 & 303)
10:15am – 10:45am	Mid-Morning Break (Gannett Lobby)
10:45am – 12:00pm	Breakout Session V (Emerson Aud.; Davis Aud.; Palamountain 201, 300, 301 & 303)
12:00pm – 12:30pm	Boxed Lunches to Go (Gannett Lobby)

## *Information About Continuing Education*

We are pleased to announce that all of the workshops and presentations at this year's CCNY conference will offer CE credits for licensed mental health counselors, social workers, and psychologists. The following is a summary of how credit hours will be offered:

**Pre-Conference Workshop**— Up to 6.0 CE credits available

**Keynote Presentation**—1.5 CE credits available

**Individual Breakout Sessions**—1.25 CE credits available for each session

Individuals attending all portions of the conference (i.e., the pre-conference workshop, the keynote presentation, and 5 breakout sessions) will be able to earn a maximum of 15 CE credits.

In the conference program, you will find the title of each presentation, the names of the presenters, descriptions of the presentations, and the learning objectives. **TO RECEIVE CONTINUING EDUCATION CREDIT FOR A PROGRAM, YOU MUST ATTEND EACH SESSION IN ITS ENTIRETY.** This will be verified by sign-in sheets at each session.

For each program that you attend, a continuing education evaluation will be sent to you electronically via email at the end of the conference. You will have two weeks after the end of the conference to complete the evaluation. You will receive your CE Certificate electronically within one month of the last day of the conference.

***No certificates will be awarded without a completed evaluation.***

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Start	End	
<b>Wednesday, June 5th, 2019</b>		
8:30 am	10:00 am	<b>CCNY Registration and Check-In</b> <i>Gannett Lobby</i> <b>On-Campus Housing Check-In @ Case Center Information Desk</b>
8:30 am	10:00 am	<b>Continental Breakfast available</b> <i>Gannett Lobby</i>
10:00 am	1:00 pm	<b>Pre-Conference Workshop</b> <u><b>Single Session Therapy: When the First Session May be the Last</b></u> <b>Dr. Michael F. Hoyt</b> <i>Many therapies involve very brief lengths of treatment, including one session. A structure will be presented for organizing the tasks and skills involved in different phases (pre-, early, middle, late, follow-through) of therapy. Numerous case examples, including some on video, will illustrate brief therapy techniques applicable in both initial sessions and in the course of longer treatments.</i> <b>Learning Objective:</b> 1. Describe the tasks and skills of a single-session-at-a-time therapy associated with different phases of treatment. 2. Describe brief single-session therapy techniques that may be useful in different clinical situations. 3. Discuss application of one-session principles to participants' own clinical cases. <b>Target Audience:</b> All staff <i>Gannett Auditorium</i>
1:15 pm	2:15 pm	<b>Lunch</b> <i>Second Floor, Dining Hall</i>
2:30 pm	5:30 pm	<b>Pre-Conference Workshop</b> <b>Dr. Michael F. Hoyt</b> <i>Gannett Auditorium</i>
3:45 pm	4:00 pm	<b>Mid-Afternoon Break</b> <i>Gannett Lobby</i>
5:45 pm	???	<b>Dinner</b> Individual Plans <i>Downtown Saratoga</i>



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### Agenda

Start	End	
<b>Thursday, June 6th, 2019</b>		
7:30 AM	9:00 am	<b>Buffet Breakfast</b> <i>2nd Floor, Dining Hall</i>
8:00 am	9:00 am	<b>CCNY Registration and Check-In</b> <i>Gannett Lobby</i> <b>On-Campus Housing Check-In @ Case Center Information Desk (starts at 8:30am)</b>
9:00 am	9:30 am	<b>Welcome and Opening Remarks</b> <b>Andrew Demaree, Psy.D. and Dean Cerri Banks, Ph.D.</b> <i>Gannett Auditorium</i>
9:30 am	11:00 am	<b>Keynote Address</b> <b><u>Stepped Care 2.0: A System of Care for Maximizing Campus and Clinic-Based Outcomes</u></b> <b>Peter Cornish, Ph.D.</b> <p><i>Stepped Care 2.0 is being implemented in a variety of ways on campuses across North America. Stepped Care 2.0 reimagines the original UK model for the modern university campus environment. The model integrates a range of traditional and emerging online and recovery-oriented mental health programs systematically within a healthy campus lens. Because ongoing monitoring is configured to give both provider and client/stakeholder feedback on progress, the model empowers clients and stakeholders to participate actively in programming options, decisions and delivery. Stepped Care 2.0 systematizes shared stakeholder, provider and client responsibility for care. Not only is Stepped Care proving more efficient than traditional counseling service and outreach models, early observations suggest it improves outcomes and access, including the elimination of service wait lists. Stepped Care 2.0 is rooted firmly in recovery principles. This foundation demands a shift in the risk paradigm that dominates mental health practices and our society at large.</i></p> <p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. List all three unique features of Stepped Care 2.0 that set conditions for increased service capacity, more rapid access to tailored interventions, and a healthier campus.</li> <li>2. Describe how the risk paradigm dominates our society, restricts therapeutic practices, and dampens the creativity needed to address the growing mental health needs of our students.</li> <li>3. Identify at least three recovery values associated with Stepped Care 2.0.</li> </ol> <p><b>Target Audience:</b> All staff</p> <b>Gannett Auditorium</b>
11:00 am	11:15 am	<b>Mid-Morning Break</b> <b>Gannett Lobby</b>

**CCNY 37th Annual Conference**  
**Skidmore College**  
**Agenda**

Start	End	<p style="text-align: center;"><b>BREAKOUT SESSION I</b>  <b>Thursday, June 6th, 2019</b>  <b>11:15 am –12:30 pm</b></p>
11:15 am	12:30 pm	<p style="text-align: center;"><b><u>Disability and Work at College Counseling Centers (panel)</u></b></p> <p style="text-align: center;"><b>Oleg V. Turayev, Psy.D. — Skidmore College</b>  <b>M. Dolores Cimini, Ph.D. — University at Albany</b>  <b>Ashley Maracle, M.S.W. — SUNY Buffalo State</b></p> <p><i>The panel will focus on discussing the impact of disability on work at college counseling centers. Panelists will incorporate discussion of social and environmental forces as well as personal experiences pertaining to their employment. Physical and mental health will both be represented. Specific topic will include stigma, ways colleagues can show support, and trauma-informed care. The panel will consist of presentations by the individual panelists as well as a Q&amp;A session.</i></p> <p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>Attendees will learn about the felt experiences and unique challenges of mental health professionals with disabilities.</li> <li>Attendees will learn to become more aware of the impact of their actions on colleagues with physical and mental health concerns.</li> <li>Attendees will learn of the best ways to support their colleagues with disabilities.</li> </ol> <p><b>Target Audience:</b> All staff</p> <p style="text-align: center;"><b>Emerson Auditorium</b></p>
11:15 am	12:30 am	<p style="text-align: center;"><b><u>Mirroring Student Sub-Populations: The Value of Diversity Amongst Mental Health Counselors (panel)</u></b></p> <p style="text-align: center;"><b>Morolake Odetoyinbo, M.S., LMHC, Aleta Nims, M.A., LMHC,</b>  <b>and Aram Gomez, M.S., LMHC</b>  <b>Clarkson University</b></p> <p><i>As college counseling grows more diverse, the changing demographics should be reflected in the staff and faculty, especially the counseling staff with whom students are daring to be vulnerable. Building a counseling center that reflects the depth of student diversity is a route to better serving students. This panel session will explore the nuances of inclusively serving a diverse student body and discuss how the presenters' identities and lived experiences play a role in the provision of counseling services.</i></p> <p style="text-align: center;"><b>(continued)</b></p>

**CCNY 37th Annual Conference**  
**Skidmore College**  
**Agenda**

Start	End	<p style="text-align: center;"><b>BREAKOUT SESSION I</b>  <b>Thursday, June 6th, 2019</b>  <b>11:15 am –12:30 pm</b></p>
11:15 am	12:30 pm	<p><b><i>Learning Objectives:</i></b></p> <ol style="list-style-type: none"> <li>1. Participants will discuss ways to be intentional in building an unapologetically diverse counseling center.</li> <li>2. Participants will better understand the depth of multiculturalism, ethnoracial and socio-economic diversity in serving ‘students of color’.</li> <li>3. Participants will learn some considerations in serving veterans, ROTC students and children or spouses of military families.</li> <li>4. Participants will identify specific counseling concerns and needs of international students.</li> </ol> <p><b>Target Audience:</b> All staff</p> <p style="text-align: center;"><b><i>Davis Auditorium</i></b></p>
11:15 am	12:30 pm	<p style="text-align: center;"><b><u>The “Heart” of Leadership</u></b></p> <p style="text-align: center;"><b>Heather Cosgrove, Ph.D. — Syracuse University</b>  <b>Niki Keating, Ph.D. — Colgate University</b>  <b>Beth Salatti, LCSW, CASAC — Syracuse University</b></p> <p><i>You have the ability to engage your leadership potential from an embodied, values driven place, regardless of your role in a Counseling Center. Join us for this interactive presentation where you will be invited to reflect on your values, acknowledge your boundaries to connection, and rumble with vulnerability in order to fully “own” the leader you are. Based on the work on Brené Brown, we hope that participants will take away concrete ideas of what their authentic leadership style looks like and how to utilize effective leadership strategies in their workplace right away.</i></p> <p><b><i>Learning Objectives:</i></b></p> <ol style="list-style-type: none"> <li>1. Participants will gain a greater understanding of how their values impact their leadership style and how to use them to their advantage in order to be an effective leader.</li> <li>2. Participants will reflect on common barriers to effective leadership and identify ways to navigate them from their own personal perspective.</li> <li>3. Participants will identify specific tools to enhance their leadership style and develop a plan to implement these tools in their unique work environment.</li> </ol> <p style="text-align: center;"><b><i>(continued)</i></b></p>

**CCNY 37th Annual Conference**  
**Skidmore College**  
**Agenda**

		<b>BREAKOUT SESSION I</b> <b>Thursday, June 6th, 2019</b> <b>11:15 am – 12:30 pm</b>	
Start	End		
11:15 am	12:30 pm	<b>Target Audience:</b> All staff <b>Palamountain 201</b>	
11:15 am	12:30 pm	<p style="text-align: center;"><b><u>Mental Health is a Campus-Wide Responsibility</u></b></p> <p style="text-align: center;"><b>Najla Hrustanović, Ph.D., LMHC</b></p> <p style="text-align: center;"><b>Colgate University</b></p> <p><i>This interactive session is designed to explore the responsibility of mental health as a campus-wide effort and involvement. The presenter will provide information on the current efforts on her campus to integrate and infuse strategies for responding to mental health concerns across all divisions and departments. Participants will have opportunities to engage in and be a part of a discussion on how mental health can be a campus-wide shared responsibility.</i></p> <p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Participants will be able to explore the concept of mental health as a campus-wide responsibility.</li> <li>2. Participants will be able to identify issues with their current mental health campus culture.</li> <li>3. Participants will be able to gain information on what they can do to share the responsibility across their campuses.</li> </ol> <p><b>Target Audience:</b> All staff</p> <p style="text-align: center;"><b>Palamountain 300</b></p>	
11:15 am	12:30 pm	<p style="text-align: center;"><b><u>Breaking Down Barriers between Counseling Centers and Athletic Departments: My Efforts to Become an Ally and Improve Team Grit</u></b></p> <p style="text-align: center;"><b>Brittany Higgins, M.Ed.</b></p> <p style="text-align: center;"><b>Utica College</b></p> <p><i>This past year at Utica College, I have worked very hard at developing a strong alliance with our athletic department (something that has never been done before at UC). I would like to present</i>  <b>(continued)</b></p>	

**CCNY 37th Annual Conference**  
**Skidmore College**  
**Agenda**

Start	End	<p style="text-align: center;"><b>BREAKOUT SESSION I</b>  <b>Thursday, June 6th, 2019</b>  <b>11:15 am –12:30 pm</b></p>
11:15 am	12:30 pm	<p><i>on how I was able to be successful with that, as well as present on a program I designed specifically for student-athletes. I developed a 10-week workshop that aims at increasing team composite Grit scores. I also looked at whether the counseling interventions impacted overall team GPA and the team's Empire 8 conference record.</i></p> <p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Discuss the difficulties of inter-departmental relationships (specifically) between counseling and athletics and explore my approach and outcome.</li> <li>2. Explore the differences between working with student-athletes and a general college population (what makes that culture different and how to effectively address the difference).</li> <li>3. Present my attempt at increasing team Grit through a 10-week workshop that I designed and implemented over 2 semesters to 6 different teams.</li> </ol> <p><b>Target Audience:</b> All staff</p> <p style="text-align: center;"><b><i>Palamountain 301</i></b></p>
11:15 am	12:30 pm	<p style="text-align: center;"><b><u>Development and Assessment of a Residence Life Mental Health Counselor Position on a College Campus</u></b></p> <p style="text-align: center;"><b>Katherine Wolfe–Lyga, LMHC, ACS and Craig Gilkey, LMHC</b>  <b>SUNY Oswego</b></p> <p><i>This breakout session will highlight a regional public college's efforts to develop a shared position with the residence life department, and create a program evaluation and other assessment measures for an embedded counselor position. Areas of evaluation included Residence Life and Housing professional and paraprofessional staff perceptions of the efficacy of the position, clinical effectiveness (e.g., symptom reduction, helpfulness and satisfaction of therapy sessions), and training and outreach assessments. The presenters will discuss the process of negotiating the position on their campus (e.g., identifying stakeholders, finding funding, creating a job description), as well as the future plans (e.g., further assessments, future collaborations) for the continued development and assessment of the position on their campus.</i></p> <p style="text-align: center;"><b><i>(continued)</i></b></p>

# CCNY 37th Annual Conference

## Skidmore College

### Agenda

11:15 am	12:30 pm	<p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>Attendees will consider program evaluation methods and client outcome measures, based off of shared experiences of this campus' program.</li> <li>Attendees will explore methods of engaging and implementing an embedded counselor program on their campus.</li> <li>Attendees will identify challenges, such as ethical issues, in navigating a shared program and position with another department.</li> </ol> <p><b>Target Audience:</b> All staff</p> <p style="text-align: center;"><b><i>Palamountain 303</i></b></p>
12:30 pm	1:30 pm	<p style="text-align: center;"><b>Lunch</b></p> <p style="text-align: center;"><b><i>1st Floor, Dining Hall</i></b></p> <p style="text-align: center;"><i>Meal tickets provided</i></p>
<b>Start</b>	<b>End</b>	<p style="text-align: center;"><b>BREAKOUT SESSION II</b></p> <p style="text-align: center;"><b>Thursday, June 6th, 2019</b></p> <p style="text-align: center;"><b>1:45 pm - 3:00 pm</b></p>
1:45 pm	3:00 pm	<p style="text-align: center;"><b><u>The Many Faces of Peer-Delivered Interventions: Benefits, Costs, and Lessons Learned (panel)</u></b></p> <p style="text-align: center;"><b>M. Dolores Cimini, Ph.D., Robert Cardom, Ph.D., Megan Cusick, Ph.D., Joyce Dewitt-Parker, Ph.D., and Melissa M. Ertl, M.A.</b></p> <p style="text-align: center;"><b>University at Albany</b></p> <p><i>While evidence-based peer-delivered interventions and programs can be an effective component of a comprehensive campus strategy addressing college student mental health and related concerns, it is critical to consider the foundations and infrastructures on which these programs are developed, implemented, and evaluated. This panel presentation will highlight several types of professionally supervised peer-delivered programs and interventions and will engage participants in a frank examination of the benefits and costs of making the decision to integrate a peer intervention program into a comprehensive campus prevention and intervention strategy. Facilitators, barriers, and ethical concerns in the areas of program scope, training, supervision, evaluation, and liability will be explored.</i></p> <p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>List four foundational elements necessary for the development and implementation of strong, sustainable peer intervention or education programs.</li> <li>List peer intervention and education models that promote effective practice based on research evidence and best practices in the college health and counseling field.</li> </ol> <p style="text-align: center;"><b><i>(continued)</i></b></p>

**CCNY 37th Annual Conference**  
**Skidmore College**  
**Agenda**

		<b>BREAKOUT SESSION II</b> <b>Thursday, June 6th, 2019</b> <b>1:45 pm – 3:00 pm</b>	
Start	End		
1:45 pm	3:00 pm	<p>3. List three steps that can be taken to promote the practice of safe, ethical peer intervention and education and promote learning and personal development of peer educators.</p> <p>4. List three methods for monitoring and evaluating the quality of peer-delivered services.</p> <p><b>Target Audience:</b> All staff</p> <p style="text-align: center;"><i>Davis Auditorium</i></p>	
1:45 pm	3:00 pm	<p><b><u>Utilizing the Collaborative Assessment and Management of Suicidality (CAMS) with At-Risk Students</u></b></p> <p style="text-align: center;"><b>Michael Siembor, Ph.D.</b></p> <p style="text-align: center;"><b>Hobart and William Smith Colleges</b></p> <p><i>Dr. David A. Jobes, Professor of Psychology and Associate Director of Clinical Training at The Catholic University of America in Washington, D.C. and the Director of the Suicide Prevention Lab at The Catholic University, created the CAMS as a therapeutic framework for suicide-specific assessment and treatment of a client's risk. The CAMS is a suicide-focused, evidence-based clinical framework that can be used across theoretical orientations and disciplines for a wide range of suicidal patients. In 2017, the CDC identified the CAMS as a treatment for people at risk of suicide. Having used the CAMS for the past eight years in my work with students, I hope to share my knowledge and experience utilizing the CAMS with CCNY colleagues.</i></p> <p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Understand the theoretical framework of the CAMS.</li> <li>2. Learn how to utilize all three CAMS forms.</li> <li>3. Become comfortable integrating CAMS into treatment.</li> </ol> <p><b>Target Audience:</b> All staff</p> <p style="text-align: center;"><i>Emerson Auditorium</i></p>	
1:45 pm	3:00 pm	<p><b><u>A Roundtable Discussion on Race and Ethnicity among College Mental Health Professional Staff</u></b></p> <p style="text-align: center;"><b>Elena Yee, NCC — Alfred University</b></p> <p style="text-align: center;"><b>Sade Cardin, B.S.W., M.S.W. Candidate — Utica College</b></p> <p style="text-align: center;"><b>Odessa D. Despot, Psy.D. — Rochester Institute of Technology</b></p> <p style="text-align: center;"><i>(continued)</i></p>	

**CCNY 37th Annual Conference**  
**Skidmore College**  
**Agenda**

		<b>BREAKOUT SESSION II</b>	
<b>Start</b>		<b>Thursday, June 6th, 2019</b>	
<b>End</b>		<b>1:45 pm - 3:00 pm</b>	
1:45 pm	3:00 pm	<p style="text-align: center;"><b>Juanita Green, M.S. — D'Youville College</b>  <b>Felicia Reed-Watt, M.S.H.A., LCSW — University of Rochester</b>  <b>Jen-Mai Wong, Psy.D. — Fashion Institute of Technology</b></p> <p><i>This is an opportunity for counselors of color and majority white counselors to discuss experiences, share ideas and consider future possibilities to increase racial and ethnic diversity in their counseling centers and in college mental health.</i></p> <p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To increase understanding of the struggles, needs, and misconceptions that exist for and between counselors of color and majority White counselors through the sharing and hearing of narratives of colleagues across New York state in college mental health.</li> <li>2. To explore norms, processes and policies to improve the experience of counselors of color.</li> <li>3. To explore strategies to increase recruitment and retention of counselors of color.</li> </ol> <p><b>Target Audience:</b> All staff</p> <p style="text-align: center;"><b><i>Palamountain 201</i></b></p>	
1:45 pm	3:00 pm	<p style="text-align: center;"><b><u>Effectively Engaging College Students through On-Campus Mental Health Programming: An Examination of Program Design, Outreach and Evaluation of Skills-Based Workshops</u></b></p> <p style="text-align: center;"><b>Eileen Kennedy, LCSW</b>  <b>Hunter College</b></p> <p><i>With an increased demand for mental health counseling services on college campuses nationwide, counseling centers seek new and innovative methods of addressing the ever expanding academic and mental health needs of students. Developing an effective communication and messaging strategy is essential for any effective campus wide outreach plan, as it not only lends for enhanced student participation, but allows for more efficient use of counseling center resources. Since 2015, the Counseling and Wellness Service at Hunter College has been implementing and evaluating a series of skills-based workshops aimed at addressing increased anxiety and procrastination behaviors amongst students. CWS workshops are designed to build students' sense of self-compassion and resiliency. Brief cognitive behavioral therapy and mindfulness techniques are incorporated which allow students to develop and learn skills they can use every day. A discussion of the trajectory and ongoing evaluation of CWS's skills-based workshop outreach programming efforts will be discussed, along with an overview of the messaging and communication strategy implemented.</i></p> <p style="text-align: center;"><b><i>(continued)</i></b></p>	



**CCNY 37th Annual Conference**  
**Skidmore College**  
**Agenda**

Start	End	<b>BREAKOUT SESSION II</b> <b>Thursday, June 6th, 2019</b> <b>1:45 pm - 3:00 pm</b>
1:45 pm	3:00 pm	<p><b><i>Learning Objectives:</i></b></p> <ol style="list-style-type: none"> <li>1. How to use data to inform your program design.</li> <li>2. Developing an effective outreach and communications/messaging plan for your program.</li> <li>3. How to incorporate mindfulness and cognitive restructuring techniques into single session interventions.</li> <li>4. Formulating an effective outcome driven program evaluation strategy.</li> </ol> <p><b>Target Audience:</b> All staff</p> <p style="text-align: center;"><b><i>Palamountain 300</i></b></p>
1:45 pm	3:00 pm	<p style="text-align: center;"><b><u>Embedded Counseling: Benefits, Challenges, and Lessons Learned</u></b></p> <p style="text-align: center;"><b>Amanda Edwards, Ph.D.</b></p> <p style="text-align: center;"><b>University at Buffalo</b></p> <p><i>Given the nationally-recognized increase in clinical demand among college counseling centers, administrators and counseling staff seek new and creative strategies for distributing mental health services in an efficient and effective manner. One such strategy that has gained popularity among college counseling center staff is a community-based model for accessing services by creating embedded counselor positions within campus-wide academic programs and offices. This program will explore and discuss benefits and challenges of creating and sustaining embedded counselor positions on college campuses from the perspective of a counselor currently embedded in a university athletic department.</i></p> <p><b><i>Learning Objectives:</i></b></p> <ol style="list-style-type: none"> <li>1. Describe the benefits and drawbacks of the embedded counselor model for college counseling centers.</li> <li>2. Discuss strategies to address common challenges in creating and sustaining an embedded counselor position.</li> <li>3. Identify ways in which the learner can apply the embedded model to one's campus based on the campus' unique needs and resources.</li> </ol> <p><b>Target Audience:</b> All staff</p> <p style="text-align: center;"><b><i>Palamountain 303</i></b></p>
3:00 pm	3:30 pm	<p style="text-align: center;"><b>Mid-Afternoon Break</b></p> <p style="text-align: center;"><b><i>Gannett Lobby</i></b></p>

**CCNY 37th Annual Conference**  
**Skidmore College**  
**Agenda**

Start	End	<b>BREAKOUT SESSION III</b> <b>Thursday, June 6th, 2019</b> <b>3:30 pm - 4:45 pm</b>
3:30 pm	4:45 pm	<p style="text-align: center;"><b><u>How on Earth are We Getting It Done? A Supportive Forum to Discuss the Present and Future of College Mental Health Clinical Service Delivery</u></b></p> <p style="text-align: center;"><b>Julian Pessier, Ph.D.</b>  <b>Stony Brook University</b></p> <p><i>Underneath the better known and publicized Issues of increased clinical demand, symptom severity and risk concerns facing universities and their counseling centers are the increasing number of stakeholders (students, administrators, faculty and staff, parents) positing contradictory opinions about how counseling centers should prioritize their resources. This program invites directors to examine how they are faring in efforts to utilize and implement emerging seminal constructs in the college mental health literature to cope with the rising pressure to do it all.</i></p> <p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Learn to Identify and articulate the widening scope of discrete demands and expectations placed on college mental health centers. The traditional 3 demands are managing risk concerns, increased demand for service, and provide quality evidence-based treatment.</li> <li>2. Review and deepen understanding of terminology from recent impactful literature on clinical service delivery in college mental health settings, including but not limited to: <ol style="list-style-type: none"> <li>a. Medical versus developmental models of care (Ghetie);</li> <li>b. Absorption versus Treatment models of care (2018 CCMH Annual Report);</li> <li>c. Stepped Care 2.0 (Cornish).</li> </ol> </li> <li>3. Receive support and advice from other counseling center directors and staff about how to make sense of what they managed In 2018/2019, and prepare for and cope with the challenges and pressures that lie ahead In 2019/2020.</li> </ol> <p><b>Target Audience:</b> Intermediate professionals &amp; advanced/administrators/experienced professionals</p> <p style="text-align: center;"><b><i>Davis Auditorium</i></b></p>
3:30 pm	4:45 pm	<p style="text-align: center;"><b><u>Working with and for Transgender and Gender-Nonconforming Students: The Role of Mental Health Professionals</u></b></p> <p style="text-align: center;"><b>Sarah Nolan, Ph.D., Robert Cardom, Ph.D., and Jennifer Ho, Doctoral Intern</b>  <b>University at Albany</b></p> <p style="text-align: center;"><i>(continued)</i></p>

**CCNY 37th Annual Conference**  
**Skidmore College**  
**Agenda**

Start	End	<b>BREAKOUT SESSION III</b> <b>Thursday, June 6th, 2019</b> <b>3:30 pm - 4:45 pm</b>
3:30 pm	4:45 pm	<p><i>The minority stress model posits that transgender and gender-nonconforming (TGNC) individuals experience unique stressors (e.g., discrimination) that result in negative mental and physical health outcomes. Indeed, colleges have a difficult time retaining TGNC students at equitable rates to their non-TGNC peers, and TGNC college students are at increased risk for negative mental health outcomes. Given the increase in TGNC students on campus and presenting for counseling center services, and given the potential for this population to be at higher risk, it is essential for mental health professionals to understand what roles they can play in supporting TGNC students on college campuses as well as the barriers that TGNC students encounter in accessing mental health services. In this program, presenters will describe multi-pronged efforts to support the TGNC community on one college campus. Presenters will describe clinical approaches, including limitations and resources, outreach efforts, critical campus and community collaborations, and methods for training staff in this area as ways to address the systems-level barriers encountered by TGNC students. Additionally, presenters will discuss campus-wide policy-making efforts in which counseling center staff have been involved. There will be ample opportunity for participants to discuss how they might engage in similar work on their own campus.</i></p> <p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Participants will learn about the development, structure, and operation of a counseling center-based approach to delivering best practices to the TGNC student population.</li> <li>2. Participants will learn about one model for engaging in campus-wide advocacy efforts beyond the walls of the counseling center.</li> <li>3. Participants will learn how to apply concepts and elements discussed in this presentation on their own campuses.</li> </ol> <p><b>Target Audience:</b> All staff</p> <p style="text-align: center;"><b>Emerson Auditorium</b></p>
3:30 pm	4:45 pm	<p style="text-align: center;"><b><u>Supervision and Leadership: Are We Doing it Right?</u></b></p> <p style="text-align: center;"><b>Alison Franklin, LCSW</b>  <b>Utica College</b></p> <p><i>Strong leadership skills are an essential part to helping your department and organization grow. Being an effective leader is a skill that requires patience, transparency, good boundaries, and humility. Many counseling center supervisors and leaders are moved into these roles because of their exceptional clinical skill set. However, since most are not taught or exposed to effective leadership prior to assuming these roles, many need help developing the skills necessary to address the financial, legal, and regulatory issues that college counseling centers face every day.</i></p> <p><i>Supportive management and positive leadership have long been linked to lowering levels of emotional exhaustion and burn out among health care employees. However, in order to provide this support, we first need to have a firm understanding of our own flaws, needs, and capabilities.</i></p> <p style="text-align: center;"><b>(continued)</b></p>

**CCNY 37th Annual Conference**  
**Skidmore College**  
**Agenda**

Start	End	<p style="text-align: center;"><b>BREAKOUT SESSION III</b></p> <p style="text-align: center;"><b>Thursday, June 6th, 2019</b></p> <p style="text-align: center;"><b>3:30 pm - 4:45 pm</b></p>
3:30 pm	4:45 pm	<p><i>This presentation will incorporate key pieces from the Social Work Practice Fellows (SWPF), which the presenter completed in December of 2018, as well as her own professional successes and disappointments over the decade.</i></p> <p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Develop a better understanding of different learning styles, using the Dziuban/Long Learning Styles Model, in order to provide more effective and personalized supervision to staff and improve their department's overall function.</li> <li>2. Broaden their understanding of how different personality types, professional disciplines, and personal backgrounds may affect leadership effectiveness, with the intention of strengthening collaborative skills and interdepartmental relationships.</li> <li>3. Advance their knowledge of burn out and self-care, in order to model and encourage positive behaviors for students, colleagues, and staff.</li> <li>4. Gain insight regarding their own supervision styles and self-care practices, so as to strengthen relationships with staff and colleagues.</li> </ol> <p><b>Target Audience:</b> All staff</p> <p style="text-align: center;"><b><i>Palamountain 201</i></b></p>
3:30 pm	4:45 pm	<p style="text-align: center;"><b><u>Meeting Them Where They're At: Using Cell Phone Based Audience Response Systems in Outreach</u></b></p> <p style="text-align: center;"><b>John Jurica, Ph.D. and Taylor Damiani, M.A., Doctoral Psychology Intern</b></p> <p style="text-align: center;"><b>SUNY Buffalo</b></p> <p><i>Cell phones are ubiquitous in today's society and many students use their phones frequently. Using cell phone technology with audience response systems can improve and enhance outreach presentations by promoting student engagement. In this presentation, we will discuss our applied experiences incorporating audience response systems in outreach settings with varied sizes and student populations. We will discuss the positive outcomes associated with using this technology, including increased total student participation and greater likelihood of receiving honest feedback via anonymous audience response systems. We will discuss implementation approaches, including effective survey questions and ways to encourage student engagement. We also will discuss potential barriers, concerns and problems related to using the technology and ways to address or mitigate these potential issues. We will focus on our experiences with outreach presentations aimed at students, but will also discuss the applicability of this approach when presenting to faculty, staff, or the community. Ultimately, we hope to help participants consider ways to incorporate audience response systems on their campus to improve their outreach presentations.</i></p> <p><b>Learning Objectives:</b></p> <p style="text-align: right;"><b><i>(continued)</i></b></p>

**CCNY 37th Annual Conference**  
**Skidmore College**  
**Agenda**

Start		End		<b>BREAKOUT SESSION III</b> <b>Thursday, June 6th, 2019</b> <b>3:30 pm - 4:45 pm</b>	
3:30 pm		4:45 pm		<ol style="list-style-type: none"> <li>1. Teach the benefits and applicability of audience response systems that use cell phone technology with outreach presentations using applied experiences and empirical data.</li> <li>2. Discuss strategies for implementing and using audience response systems in outreach presentations.</li> <li>3. Teach participants how to address potential problems and drawback of using Audience Response Systems.</li> <li>4. Show participants how they might be able to utilize these technologies in their outreaches to students, staff, faculty, or other members of the university community.</li> </ol> <p><b>Target Audience:</b> All staff</p> <p style="text-align: center;"><i><b>Palamountain 300</b></i></p>	
3:30 pm		4:45 pm		<p style="text-align: center;"><b><u>Group Z: Group Therapy with the iGen</u></b></p> <p style="text-align: center;"><b>Niki Keating, Ph.D. and Dawn LaFrance, Psy.D.</b></p> <p style="text-align: center;"><b>Colgate University</b></p> <p><i>Habitual multi-taskers, social media gurus, low risk-takers, vulnerability fearers.... Working with Generation Z college students brings some interesting behavioral trends into mental health work. With more students than ever seeking counseling, many counseling centers have realized the importance of group therapy for the treatment of many common clinical issues. This program explores how group therapy can be an important treatment modality for current students, focusing on the ways that they are different than previous generations. We will explore generational trends, how group principles are most effective with this current generation, and identify strategies to capitalize on this generation's strengths in the group therapy setting.</i></p> <p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Reflect on their own generational behavioral patterns and assumptions.</li> <li>2. Identify common behavioral characteristics of Generation Z students.</li> <li>3. Articulate how therapeutic group principles can be used effectively with Generation Z students.</li> <li>4. Identify at least 3 strategies to make group therapy an effective treatment modality for Generation Z students.</li> </ol> <p><b>Target Audience:</b> All staff</p> <p style="text-align: center;"><i><b>Palamountain 303</b></i></p>	
4:45 pm		6:00 pm		<b>Break</b>	
6:00 pm		6:45 pm		<p style="text-align: center;"><b>Pre-Dinner Reception</b></p> <p style="text-align: center;"><b>Porter Plaza @ Case Center</b></p> <p style="text-align: center;"><b><i>(Rain Location: The Spa @ Case Center)</i></b></p>	

**CCNY 37th Annual Conference**  
**Skidmore College**  
**Agenda**

7:00 pm	8:30 pm		<b>Dinner</b> <i>Second Floor, Dining Hall</i>
8:30 pm	???		<b>Social Activities</b> <i>Downtown Saratoga</i>
Start	End		
<b>Friday, June 7th, 2019</b>			
7:30 am	8:45 am		<b>Directors' Breakfast Meeting</b> <i>Second Floor, Dining Hall</i>
7:30 am	8:45 am		<b>Breakfast for All Other Attendees</b> <i>First Floor, Dining Hall</i>
8:30 am	9:00 am		<b>Residence Hall Check-Out</b> <i>Information Desk, Case Center</i>
<b>Start</b>	<b>End</b>		<b>BREAKOUT SESSION IV</b> <b>Friday, June 7th, 2019</b> <b>9:00 am - 10:15 am</b>
9:00 am	10:15 am		<p style="text-align: center;"><b><u>In the Aftermath: The Counseling Center's Role after a Student Death</u> (panel)</b></p> <p style="text-align: center;"> <b>Jack Mack, Ph.D. — SUNY Buffalo State</b>  <b>Alison Franklin, LCSW — Utica College</b>  <b>Mark Rice, Ph.D. — Binghamton University</b>  <b>Mary E. Wake, LMHC — SUNY Delhi</b>  <b>David Walden, Ph.D. — Hamilton College</b> </p> <p style="text-align: center;"><i>Counseling Centers are often looked to first in the wake of a student death. This panel presentation features practitioners from different schools that have experienced student suicides, homicides,</i></p> <p style="text-align: center;"><i>(continued)</i></p>

**CCNY 37th Annual Conference**  
**Skidmore College**  
**Agenda**

Start	End	<p style="text-align: center;"><b>BREAKOUT SESSION IV</b></p> <p style="text-align: center;"><b>Friday, June 7th, 2019</b></p> <p style="text-align: center;"><b>9:00 am - 10:15 am</b></p>
9:00 am	10:15 am	<p><i>accidental deaths, active-shooter threats, and other critical incidents that impacted the campus community. Each presenter will focus on different dimensions of responding to grief and trauma as a college counseling center. Topics include post-vention best practices, outreach to the surviving campus community as well as taking care of our staffs, and compassionately navigating our clinical, legal, and ethical obligations.</i></p> <p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Learn 3 protocols for post-vention for grief on campus.</li> <li>2. Identify and navigate ethical and legal challenges following a student death.</li> <li>3. Recognize potential pitfalls in campus responses to grief, and more effective solutions.</li> <li>4. Identify how to support fellow staff members as we care for others and ourselves.</li> </ol> <p><b>Target Audience:</b> All staff</p> <p style="text-align: center;"><b>Emerson Auditorium</b></p>
9:00 am	10:15 am	<p style="text-align: center;"><b><u>Using T.E.A.M. - CBT as a Brief, Short-Term Counseling Framework for College/University Counseling Centers</u></b></p> <p style="text-align: center;"><b>Craig Gilkey, LMHC — SUNY Oswego</b></p> <p style="text-align: center;"><b>Taylor Chesney, Ph.D. — Feeling Good Institute NYC</b></p> <p><i>SUNY Oswego's Residence Life Mental Health Counselor in collaboration with the director of the Feeling Good Institute in NYC will discuss the TEAM-CBT framework of psychotherapy developed by David D. Burns, MD. TEAM is touted to be a fast, effective, and long lasting evidence-based trans-diagnostic treatment (e.g., anxiety, depression, unwanted habits and addictions, and relationship issues). TEAM is an acronym for T=Testing, E=Empathy, A=Agenda Setting, and M=Methods. The presenters will present and discuss each stage of the TEAM framework and how it is applied on a college campus where brief, short-term, models of psychotherapy are needed to address the increasing rates of students utilizing counseling services. In addition, the presenters will finish with teaching two methods (i.e., compassionate double standard and externalization of voices technique) that counselors can use with motivated clients in their practices.</i></p> <p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Attendees will learn the TEAM framework of psychotherapy.</li> <li>2. Attendees will learn two new techniques to add to their therapeutic tool-kit.</li> <li>3. Attendees will be able to learn how to apply the TEAM framework on a college campus.</li> </ol> <p><b>Target Audience:</b> All staff</p> <p style="text-align: center;"><b>Palamountain 201</b></p>

**CCNY 37th Annual Conference**  
**Skidmore College**  
**Agenda**

		<b>BREAKOUT SESSION IV</b> <b>Friday, June 7th, 2019</b> <b>9:00 am - 10:15 am</b>	
Start	End		
9:00 am	10:15 am	<p><b><u>Meeting the Needs of Students through “Express Counseling”:</u></b></p> <p><b><u>Piloting a Programmatic Shift to a One - Two Session Model</u></b></p> <p><b><u>Based on a Longitudinal Data Analysis</u></b></p> <p><b>Tow Yee Yau, Ph.D. — St. John’s University</b></p> <p><b>Ariella Soffer, Ph.D. — Fordham University</b></p> <p><i>University counseling centers across the country are struggling with increasingly higher demand for counseling services without commensurate increases in staffing. Wait times for intakes and waiting lists for treatment present barriers for treatment and have unknown impacts on students' perception and utilization of mental health services. What are the solutions? This program will outline the longitudinal data analysis that led to a single session model to be piloted at the St. John's Center for Counseling and Consultation (CCC) in the Fall of 2019. Data was extracted from Titanium and results of analyses will be presented to discuss how data was used to inform the decision to implement this pilot program. Presenters will then discuss the pilot program components including the in-person sessions and Online Educational Modules component of the pilot program. Presenters will also discuss how the program will be tracked and assessed over the 2019-20 Academic Year. Benefits and drawbacks of this program will be discussed.</i></p> <p><b><i>Learning Objectives:</i></b></p> <ol style="list-style-type: none"> <li>1. How to utilize data to inform programmatic decisions.</li> <li>2. Utility of one or two-session model.</li> <li>3. Technological advantages and benefits of the Online Educational Modules program.</li> </ol> <p><b>Target Audience:</b> All staff</p> <p style="text-align: right;"><b><i>Davis Auditorium</i></b></p>	
9:00 am	10:15 am	<p><b><u>Facilitating Motivation to Change in Resistant Clients: Using</u></b></p> <p><b><u>Self-Determination Theory to Get Unstuck</u></b></p> <p><b>Ashley Reda, M.A.</b></p> <p><b>University at Albany</b></p> <p><i>A common issue mental health practitioners experience involves facilitating treatment engagement and minimizing premature termination of services for clients who may be resistant to therapy. Motivation is a significant predictor of client retention which subsequently improves service delivery and treatment outcome (Barrett et al., 2008). This program examines self-determination</i></p> <p style="text-align: right;"><b><i>(continued)</i></b></p>	



**CCNY 37th Annual Conference**  
**Skidmore College**  
**Agenda**

Start	End	<p style="text-align: center;"><b>BREAKOUT SESSION IV</b></p> <p style="text-align: center;"><b>Friday, June 7th, 2019</b></p> <p style="text-align: center;"><b>9:00 am - 10:15 am</b></p>
9:00 am	10:15 am	<p><i>theory as a theoretical framework to integrate into practice in order to efficiently facilitate client motivation and engagement in the change process; thereby, reducing client resistance and improving treatment outcome. The theoretical principles of self-determination theory serve as a model for understanding how to utilize motivation in a way that fosters readiness for change. This is useful for understanding how to facilitate internalizing the therapeutic change process in order to reduce client resistance and increase treatment engagement. The purpose of this program is to examine how principles of self-determination theory interact with readiness for change as defined by both the transtheoretical model and precursors for change model. This relationship provides insight into interventions that facilitate internalized motivation and reduce resistance across the change process. Clinical implications include considering a variety of therapeutic tools ( e.g., motivational interviewing, client-centered, reality therapy) and measures to identify and facilitate more internalized forms of motivation that efficiently promote the therapeutic change process.</i></p> <p><b>Learning Objective:</b></p> <ol style="list-style-type: none"> <li>1. Principles of Self-Determination Theory and how this applies to counseling psychology.</li> <li>2. How Self-Determination Theory serves as a framework for working with client resistance and how this affects readiness for change.</li> <li>3. Clinical implications of using this theory to facilitate readiness for change and reduce client resistance.</li> </ol> <p><b>Target Audience:</b> All staff</p> <p style="text-align: center;"><b><i>Palamountain 301</i></b></p>
9:00 am	10:15 am	<p style="text-align: center;"><b><u>Highly Sensitive at College: Identifying and Supporting Highly Sensitive Students in an Overwhelming University Environment</u></b></p> <p style="text-align: center;"><b>Daniel Miller, M.S.</b></p> <p style="text-align: center;"><b>Syracuse University</b></p> <p><i>In the late 1990s, research by clinical psychologist Elaine Aron revealed the existence of an innate temperament trait called "high sensory processing sensitivity" present in approximately 20% of the population. Highly Sensitive Persons (HSPs) experience the world slightly differently from the majority of the population, marked by an increased depth of processing of social/environmental stimuli, becoming more quickly overwhelmed by stimuli, increased emotional response and empathy, and sensitivity to subtlety. Although HSPs make up just 20% of the general population, it's estimated that they may constitute up to 50% of our clients, since HSPs experience higher rates of anxiety and depression due to living in a world that is not supportive of their unique experiences. In this session, participants will learn strategies to identify highly sensitive students, and support highly sensitive</i></p> <p style="text-align: center;"><b><i>(continued)</i></b></p>

**CCNY 37th Annual Conference**  
**Skidmore College**  
**Agenda**

Start		End		<b>BREAKOUT SESSION IV</b> <b>Friday, June 7th, 2019</b> <b>9:00 am - 10:15 am</b>	
9:00 am	10:15 am			<p><i>students in the competitive and gregarious college environment, which can be especially overwhelming. Finally, participants will learn how to help students identify the strengths of being highly sensitive and leverage these strengths to find success in college and beyond.</i></p> <p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Participants will learn appropriate ways to assess for and identify highly sensitive students.</li> <li>2. Participants will understand the unique traits that distinguish highly sensitive students from typical students, and how these traits provide both advantages and challenges to this population, especially in a college environment.</li> <li>3. Participants will learn how to help clients leverage their sensitivity as a strength, and intervention strategies to help highly sensitive students cope with feelings of overwhelm.</li> </ol> <p><b>Target Audience:</b> All staff</p> <p style="text-align: right;"><b><i>Palamountain 300</i></b></p>	
9:00 am	10:15 am			<p style="text-align: center;"><b><u>Self Compassion for Helping Professionals</u></b></p> <p style="text-align: center;"><b>Eileen Niland, LMHC — Canisius College</b></p> <p style="text-align: center;"><b>Alison Smith, LCSW — Canisius College</b></p> <p style="text-align: center;"><b>Monica Romeo, Ph.D., LMHC — Genesee Community College</b></p> <p><i>Working in college and university counseling provides many rewards. However, this work can also tap our emotional resources. Mental health professionals can experience compassion or empathy fatigue resulting in altered, poor or non-existent self-care practices with diminished self-compassion.</i></p> <p><i>This program will provide an overview of the benefits of practicing self-compassion. Highlighting the work of Kristin Neff, who distinguishes self-care and self-compassion, we will re-examine our own self-compassion practices. Cultural and gender differences will be explored. Participants will be guided through experiential exercises focusing on self-compassion. Collegial support will be encouraged through discussion and validation of our experiences.</i></p> <p><b>Learning Objectives:</b></p> <p>Upon completion of participation in this offering, participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Define self-care from the perspective of a helping professional.</li> <li>2. Identify the ways in which participants are addressing self-care, as well as ways in which they are lacking in self-care.</li> <li>3. Practice self-care and discuss ways to implement self-care in the future.</li> </ol> <p><b>Target Audience:</b> All staff</p> <p style="text-align: right;"><b><i>Palamountain 303</i></b></p>	

**CCNY 37th Annual Conference**  
**Skidmore College**  
**Agenda**

10:15 am	10:45 am		<b>Mid-Morning Break</b> <b>Gannett Lobby</b>
<b>Start</b>	<b>End</b>		<b>BREAKOUT SESSION V</b> <b>Friday, June 7th, 2019</b> <b>10:45 am - 12:00 pm</b>
10:45 am	12:00 pm		<p style="text-align: center;"><b><u>Experiences of Building Culturally Sensitive Trainees through Supervision and Mentorship Relationships with International Staff</u></b></p> <p style="text-align: center;"><b>(panel)</b></p> <p style="text-align: center;"><b>Clara Kuntz, M.S., Carly Surchin, M.A., Taylor Damiani, M.A.,  Heweon Seo, Ph.D., Shu-Yi Wang, Ph.D., and Stephanie Shiqin Chong, Ph.D.</b></p> <p style="text-align: center;"><b>University at Buffalo</b></p> <p><i>With an increase in the number of international practitioners and therapists-in-training of international background at college counseling centers, US domestic trainee therapists working with an international supervisor is becoming more common than before. Reid and Dixon (2012) contended that when supervising trainees of international background, it is important to (a) develop a trusting relationship with the international student supervisee, (b) discuss cultural differences and similarities, (c) set expectations of the role of supervisor and supervisee, and (d) continue to check in on the process of supervision. Park-Saltzman, Wada, and Mogami (2012) also emphasized the importance of culturally sensitive mentoring and integrating training experiences into professional development for international mentees. However, the extent to which these recommendations are applicable to domestic trainees working with international practitioners is left unanswered.</i></p> <p><i>To address this gap, we explore the development of supervision relationships between domestic and international trainees and international practitioners. Second, we propose the notion that this cross-cultural supervisory relationship is conducive to domestic trainees' competence in providing culturally sensitive treatment to international students. Kronholz (2014) suggested that effective counseling for international students requires counselors to be "able to show such hospitality by integrating knowledge and appreciation of self and others while providing an empathetic atmosphere for client growth and understanding" (p. 7). The cross-cultural supervision and mentorship between domestic trainees and international practitioners can presumably serve as a venue where domestic thrapists-in-training develop a deeper appreciation and understanding of serving international students.</i></p> <p style="text-align: center;"><b>(continued)</b></p>

**CCNY 37th Annual Conference**  
**Skidmore College**  
**Agenda**

Start	End	<b>BREAKOUT SESSION V</b> <b>Friday, June 7th, 2019</b> <b>10:45 am - 12:00 pm</b>
10:45 am	12:00 pm	<p><i>This program is a panel discussion of the experiences of domestic and international trainees' (psychology interns) experiences working with international practitioners as their supervisor or mentor who helped them cultivate competence in providing services to international students. The experiences reflect on various modalities of clinical services, including individual therapy, group therapy, and outreach experiences. Different presenters will highlight considerations, reflections, and challenges in navigating these relationships and dynamics from various perspectives. We hope that this presentation will spark discussion around developing opportunities for cross-cultural training experiences to create better service provision for international students.</i></p> <p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Gain insight into international staff supervisory and mentorship roles.</li> <li>2. Explore trainees' perspective of work with international students and what they have learned from their collaborative work with international staff.</li> <li>3. Discuss various modalities of treatment to build relationship with individual students directly and through other offices on campus.</li> </ol> <p><b>Target Audience:</b> All staff</p> <p style="text-align: center;"><b><i>Davis Auditorium</i></b></p>
10:45 am	12:00 pm	<p style="text-align: center;"><b><u>Designing Primary Care Behavioral Health Services to Improve</u></b>  <b><u>Access to Mental Health Care: Student and Staff Outcomes</u></b></p> <p style="text-align: center;"><b>Kevin Readdean, M.S.Ed., Keith Anderson, Ph.D., and</b>  <b>Jamie Seastrand, M.S.</b></p> <p style="text-align: center;"><b>Rensselaer Polytechnic Institute</b></p> <p><i>Primary care behavioral health (PCBH) is a service delivery approach which involves embedding a behavioral health clinician within health services to offer consults for providers, short-term counseling interventions for students, and referrals to traditional mental health services as needed. The implementation of PCBH at one college health center will be described along with outcomes related to student access to care and health provider access to referrals for their patients.</i></p> <p style="text-align: right;"><b><i>(continued)</i></b></p>

**CCNY 37th Annual Conference**  
**Skidmore College**  
**Agenda**

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10:45 am	12:00 pm	<p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Describe the PCBH model and current research base.</li> <li>2. Identify ways access and collaboration can improve as a result of the PCBH model.</li> <li>3. Discuss the range of student outcomes related to the PCBH model.</li> </ol> <p><b>Target Audience:</b> New professionals, intermediate professionals, and advanced/administrators/experienced professionals</p> <p style="text-align: center;"><b>Emerson Auditorium</b></p>
10:45 am	12:00 pm	<p style="text-align: center;"><b><u>Meaning in the Chaos: The Heart of a Satisfying Workplace</u></b></p> <p style="text-align: center;"><b>David Walden, Ph.D.</b></p> <p style="text-align: center;"><b>Hamilton College</b></p> <p><i>Working in a Counseling Center seems to get harder every year. Increased acuity, in concert with higher demand and more attention on our work, has contributed to our jobs looking very different than our training and the hopes and expectations we had in becoming therapists. And all too often these forces can lead to closed systems that breed isolation, contribute to staff burnout, and that focus on data over people and immediate needs over transformation. The space for bringing intentionality to creating authentic and meaningful workplaces can narrow. So how do we, as staff members and administrators, co-create workplaces where people want to come to work? In the various choice points we face every day, how can leading with connection and understanding create a safe, trusting space that encourages us to bring ourselves to work and be nourished there? We will talk about what makes a meaningful workplace, the role of focusing on growth and development as fundamental values, and what happens when people don't have to put on a facade and can bring themselves more fully to the work. At a time when what we do is harder than ever, it is critically important that we all contribute to systems that have heart and embrace our shared humanity.</i></p> <p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Learn 6 measurable characteristics of satisfying and productive workplaces.</li> <li>2. Develop practical strategies that anyone can employ to increase authenticity and meaning.</li> <li>3. Recognize ways to apply connection and understanding to common choice points.</li> </ol> <p><b>Target Audience:</b> All staff</p> <p style="text-align: center;"><b>Palamountain 201</b></p>

**CCNY 37th Annual Conference**  
**Skidmore College**  
**Agenda**

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10:45 am	12:00 pm	<p style="text-align: center;"><b><u>Necessity is the Mother of Invention: How Creative Programming Helped Us Meet Our Need for Wellness and Prevention Services</u></b></p> <p style="text-align: center;"><b>Erin Ryan, Ph.D. and Ruth DeRosa, LCSW</b></p> <p style="text-align: center;"><b>St. John's University</b></p> <p><i>As college counseling centers continue to face an increased demand for their services in a climate of budget cuts, creative measures are needed to meet the needs of our students. Mindfulness meditation has demonstrated benefits to mental and physical health, but engaging students in traditional meditation practices can be challenging. We have had success in engaging our students in brief stress-relieving activities that largely rely on mindfulness through the senses (e.g., Mandala coloring, kinetic sand play, and interaction with therapy dogs). We also train Wellness Peer Educators in mindfulness exercises so they can be ambassadors to our overall message. These programs have been established with relatively low cost and have helped us to stretch the reach of our Wellness Department to more students. Students are able to engage in the stress-relieving activity, learn about resources available to them on campuses, and learn techniques that they can easily continue on their own.</i></p> <p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Participants will understand the potential benefits of a creative stress-relief program for college students.</li> <li>2. Participants will experience the benefits of a creative stress relief program through hands-on interactive activities.</li> <li>3. Participants will learn to implement cost-effective and creative stress-relief programming for college students.</li> </ol> <p><b>Target Audience:</b> All staff</p> <p style="text-align: right;"><b><i>Palamountain 300</i></b></p>
10:45 am	12:00 pm	<p style="text-align: center;"><b><u>The Psychic Beach: An Overview of Sandplay Therapy</u></b></p> <p style="text-align: center;"><b>Emma L. Wolford, LCSW-R</b></p> <p style="text-align: center;"><b>RIT</b></p> <p><i>Expressive therapy, such as sandplay, is an often overlooked resource in the era of cognitively focused and other verbal oriented therapies. But sometimes it is just what is needed to help students access and resolve the very issues that bring them to therapy, and can be quite helpful when other treatments fall short. This seminar will teach you the basics of sandplay therapy and how to apply it practically in the office with your students. All types of sandtray therapies will be included. It may be just what you need to help that tough client!</i></p> <p style="text-align: right;"><b><i>(continued)</i></b></p>

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10:45 am	12:00 pm	<p><b><i>Learning Objectives:</i></b></p> <ol style="list-style-type: none"> <li>1. To be able to describe what sandplay therapy is.</li> <li>2. To be able to apply sandplay therapy to clinical work with college students, including practical issues such as setting up the office and choosing supplies.</li> <li>3. To be able to describe situations in which sandplay therapy would be used, and also contraindicated.</li> </ol> <p><b>Target Audience:</b> All staff</p> <p style="text-align: center;"><b><i>Palamountain 301</i></b></p>
12:00 pm	12:30 pm	<p style="text-align: center;"><b>Boxed Lunches to Go</b></p> <p style="text-align: center;"><b><i>Gannett Lobby</i></b></p>

## MICHAEL HOYT BOOKS

**Hoyt, M.F. (2017). *Brief Therapy and Beyond: Stories, Language, Love, Hope, and Time*. New York: Routledge. Conference price: \$40.00**

"This is absolutely and unequivocally essential reading. It is perhaps the most comprehensive history in the development of practicing psychotherapy by one of the giants who not only lived and developed it, but who best describes it. There are no other books that rival this book in its therapeutic relevance and comprehensiveness." — Nicholas A. Cummings, Ph.D., former president, American Psychological Association.

"*Brief Therapy and Beyond* is an extraordinary tour de force. Strongly recommended." — Bill O'Hanlon, author of *In Search of Solutions* and *Do One Thing Different*.

"Hoyt's magnum opus is delicious, erudite, literate, funny, and wise – a practical guide to the magic of rapid therapeutic rapport and change. How he knows all this is a mystery. There is nothing like it. Highly recommended." — Michele Ritterman, Ph.D., author of *Using Hypnosis in Family Therapy* and *The Tao of a Woman: 100 Ways to Turn*.

**Hoyt, M.F. (Ed.). (2011). *Therapist Stories of Inspiration, Passion, and Renewal: What's Love Got to Do with It?* New York: Routledge. Conference price: \$40.00**

"*Therapist Stories of Inspiration, Passion, and Renewal: What's Love Got to Do with It?* is a treasure trove of wisdom and experience. Each chapter is a gem, written by some of the century's leading clinicians. Treat yourself. You and your client will be grateful." — Scott D. Miller, Ph.D., coauthor of *The Heroic Client* and coeditor of *The Heart and Soul of Change*.

**Hoyt, M.F., & Talmon, M. (Eds.). (2014). *Capturing the Moment: Single-Session Therapy and Walk-In Services*. Bethel, CT: Crown House Publishing. Conference price: \$30.00**

"This book will force you to think in a new way about psychotherapy and about the efficacy of single session therapy (SST). It is essential reading for anyone who wants to learn about what can be accomplished in one visit. Any reservations you may hold about SST are thoroughly addressed. This excellent book is filled with a wide range of case studies, empirical reviews, practical guidelines and personal anecdotes of leaders in the field of SST and walk-in clinics. Kudos to Hoyt and Talmon for bringing this timely collection together." -- Donald H. Meichenbaum, Ph.D., author of *Cognitive-Behavior Modification: An Integrative Approach* and *Roadmap to Resilience*.

**Hoyt, M.F., Bobele, M., Slive, A., Young, J., & Talmon, M. (Eds.). (2018). *Single-Session Therapy by Walk-In or Appointment: Administrative, Clinical, and Supervisory Aspects of One-at-a-Time Services*. New York: Routledge. Conference price: \$35.00**

"What a great book! From Melbourne to Minnesota, from Calgary to Cambodia, from Sweden to San Antonio, this volume expands our knowledge and skills about single-session therapy – the body of research that now supports it, the case report that illustrate its many forms, and the training needed to practice in this way." -- Susan H. McDaniel, Ph.D., former president, American Psychological Association; coauthor of *Medical Family Therapy and Integrated Care*.



**Hoyt, M.F., & Bobele, M. (Eds.). (2019). *Creative Therapy in Challenging Situations: Unusual Interventions to Help Clients*. New York: Routledge. Conference price: \$40.00**

“It is my pleasure to highly recommend this book to therapists and to all the helping professions. There is much wisdom in these chapters that carry on the strategic tradition of helping people to overcome their challenges.” – Cloé Madanes, author of *Strategic Family Therapy*; *Behind the One-Way Mirror*; and *Changing Relationships: The Therapist as Humanist, Social Activist, and Systemic Thinker*.

“*Creative Therapy in Challenging Situations* is the antidote to stale and ineffective clinical thinking – it will spark your imagination, help you break through frustrating impasses, and make you fall in love with your work (and clients) all over again. Savoring each chapter triggered thoughts about my own creative moments and distant memories of hanging out with Steve de Shazer and learning to think the unthinkable. I love this book!” – Michele Weiner-Davis, L.C.S.W., author of *Divorce Busting* and *Change Your Life and Everyone in It*.

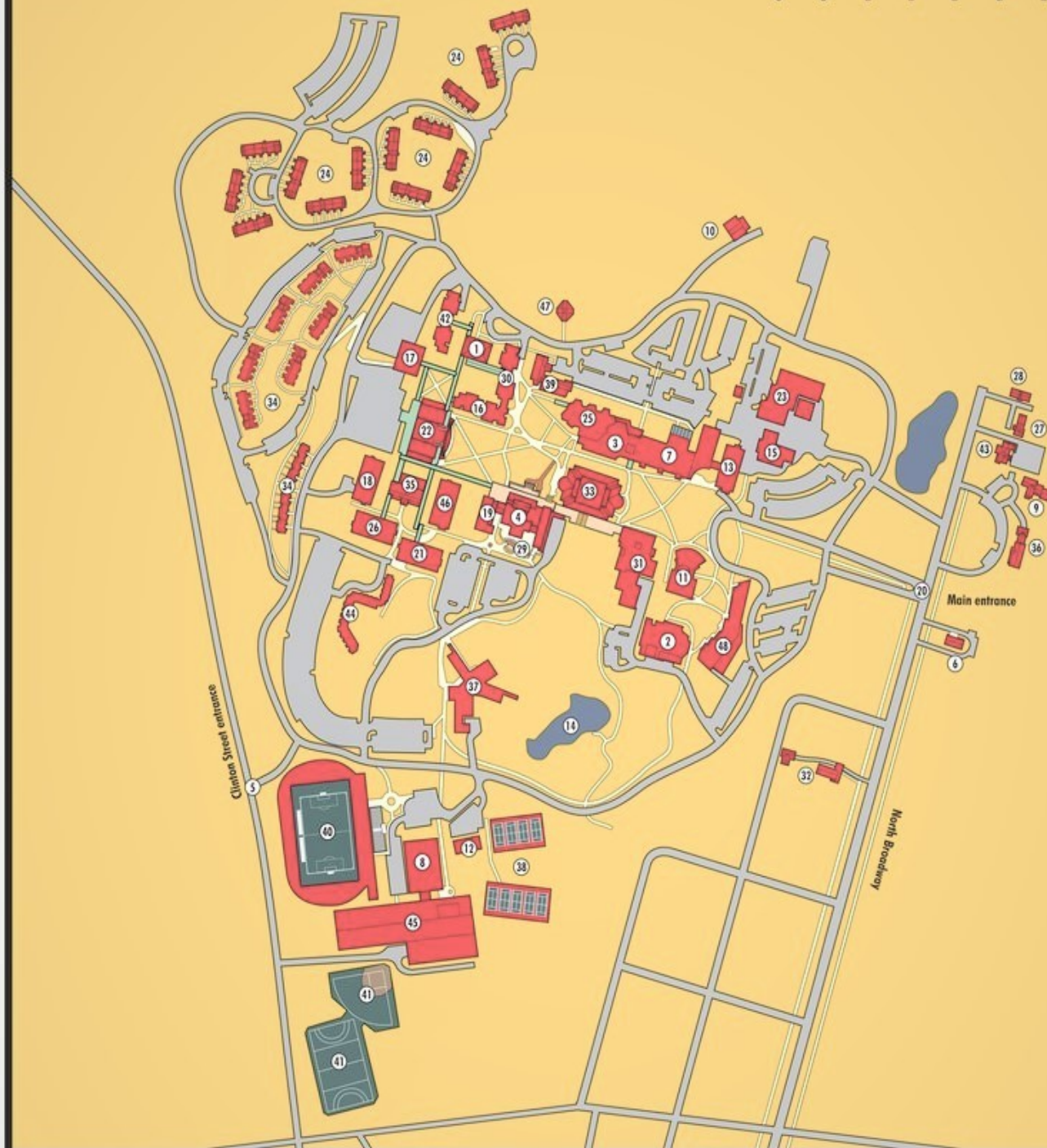
“After I started reading this book, I found it hard to put down. It is simply fascinating. In a way, it is a modern version of Jay Haley’s classic book, *Uncommon Therapy*, about the work of Milton H. Erickson. *Creative Therapy in Challenging Situations* is a thoroughly intriguing book that opens doors and possibilities.” -- Rubin Battino, M.S., Ph.D., author of *When All Else Fails: Some New and Some Old Tools for Doing Brief Therapy*; *Expectations: The Very Brief Therapy Book*; *Healing Language*; and *Ericksonian Approaches: A Comprehensive Manual* (2<sup>nd</sup> ed.).

**For conference prices, cash or checks payable to Michael Hoyt, Ph.D.  
(no credit cards) are accepted as long as onsite supplies last.**

**All books are also available from the publisher and from Amazon.com**

# SKIDMORE

C O L L E G E



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|---------------------------------|---------------------------------|--------------------------------------|--|---|
| 1. Barrett Center               | 11. Filene Hall                 | 21. McClellan Hall                   | 31. Saisselin Art Building               | 41. Wagner Park                             |
| 2. Bernhard Theater             | 12. Greenberg Child Care Center | 22. Murray-Aikins Dining Hall        | 32. Scribner House                       | 42. Wait Hall                               |
| 3. Bolton Hall                  | 13. Harder Hall                 | 23. North Hall                       | 33. Scribner Library                     | 43. Waring Admissions Center                |
| 4. Case Center                  | 14. Haupt Pond/South Park       | 24. Northwoods Village/Moore Commons | 34. Sussman Village                      | 44. Wiecking Hall                           |
| 5. Clinton Street Entrance      | 15. Hoge Hall                   | 25. Palamountain Hall                | 35. Starbuck Center                      | 45. Williamson Sports and Recreation Center |
| 6. Colton Alumni Welcome Center | 16. Howe Hall                   | 26. Penfield Hall                    | 36. Surrey Williamson Inn                | 46. Wilmarth Hall                           |
| 7. Dana Science Center          | 17. Jonsson Tower               | 27. Pine Cottage                     | 37. Tang Teaching Museum and Art Gallery | 47. Wilson Memorial Chapel                  |
| 8. Dance Center                 | 18. Kimball Hall                | 28. Pine Cottage Annex               | 38. Tennis Courts                        | 48. Zankel Music Center                     |
| 9. Eissner Cottage              | 19. Ladd Hall                   | 29. Porter Plaza                     | 39. Tisch Learning Center                |   |
| 10. Falstaff's                  | 20. Main Entrance               | 30. Rounds Hall                      | 40. Wachenheim Field                     |   |



**Thanks for joining us!**  
**Have a relaxing summer!**

