

# Counseling Centers of New York (CCNY) 39th Annual Conference

Hamilton College and SUNY Oswego  
*Cyberspace, NY*  
June 8, 2021

*Counseling Center 2.0 & Lightening Our Load*



## **What to Expect**

We want to acknowledge that this is not the conference format most of us would choose, however, we are grateful to have the opportunity to convene. We hope the day we will be filled with acknowledgment of the pain and difficulty of the last year, laughter and connectedness, hope and resolve.

## **"Netiquette"**

We accept that there are barriers to participating via video and audio and we encourage you to participate in the way that is best for you. However, we do hope to see or hear our colleagues - we miss you! Additionally, we encourage you to add your pronouns to your profile name.

# CCNY 2021 Conference

## Schedule-at-a-Glance

9:30am-10:00am	Welcome and Opening Remarks <i>Jane LeBlanc, David Walden &amp; Kate Wolfe-Lyga</i>
10:00am-11:15am	Keynote: Putting Your Funny Where Your Mouth Is: What Improv Theatre Tells Us About Working Together! <i>Barry Schreier, Ph.D.</i> <i>Director, Counseling Service &amp; Professor of Counseling Psychology, University of Iowa</i>
11:15am-12:30pm	Breakout Session I
12:30pm-1:30pm	Lunch
1:30pm-2:45pm	Breakout Session II
2:45pm-4pm	Breakout Session III
4pm-4:15pm	Goodbyes

## ***Information About Continuing Education***

We are pleased to share that **ALL** sessions will offer CE credits for licensed mental health counselors, social workers, and psychologists. *Each session presentation provides 1.25 hours of CE credits.* **Please note:** You will need to complete an evaluation that will be sent to you via email after the conference to get CE credits.

CE Credits are being provided by the University at Buffalo. The University at Buffalo Counseling Services is approved by the American Psychological Association to sponsor continuing education for psychologists. The University at Buffalo Counseling Services maintains responsibility for this program and its content.

The University at Buffalo, Counseling Services is recognized by the New York State Education Department's State Board for Social Work as an approved provider of continuing education for licensed social workers #SW-0504.

The University at Buffalo, Counseling Services is recognized by the New York State Education Department's State Board for Mental Health Practitioners as an approved provider of continuing education for licensed mental health counselors. #MHC-0129.

Participants must attend the live online webinar in its entirety and complete the electronic survey evaluation (sent via email after the workshop) within 7 days to receive the full CE Credits. The CE Certificates will be sent electronically 3 weeks after the survey closes.

Start	End	<b>CCNY 2021 Schedule</b>
9:30am	10:00am	<p align="center"><b>Welcome and Opening Remarks</b>  <i>Jane LeBlanc, SUNY Oswego</i>  <i>David Walden, Hamilton College</i>  <i>Kate Wolfe-Lyga, SUNY Oswego</i></p> <p align="center"><i>Main Zoom Room</i></p>
10:00am	11:15am	<p align="center"><b>Keynote Address</b></p> <p align="center"><b>Putting Your Funny Where Your Mouth Is:  What Improv Theatre Tells Us About Working  Together!</b></p> <p align="center">Barry Schreier, Ph.D.</p> <p>If you liked ambiguity and unpredictability, then this was the year for you! But who knows anyone who likes either of those things too much? Improv theatre, however, is a world of ambiguity and unpredictability. To bring order to chaos, Improv theatre can lend us its rules for how to make the most out of ambiguity and unpredictability. Improv operates on core rules that allow the actors to best manage the spontaneity that is the core of Improv and which creates the ambiguity and unpredictability that actually makes Improv fun. Whether it is Improv's core rule of "Yes, and. . . ." or the rule of "Offer and receive," we will roll through some of improv's rules to give us a chance to try some of them on to learn, entertain each other, and have some fun, too. Fall is coming and with it may come additional times of ambiguity and unpredictability. Let's see what Improv Theatre can teach us about this!</p> <p align="center"><i>Main Zoom Room</i></p>

Start	End	<p align="center"><b>BREAKOUT SESSION I</b> <b>11:15am-12:30pm</b></p>
11:15am	12:30pm	<p align="center"><b>Bridging the Division: Healing Through Collective Care</b></p> <p align="center">Akeera Peterkin, Purchase College Joe Clويدt, Purchase College</p> <p>It has become evident over the past several years that healthcare, including college counseling, and social justice are inseparable. As we are increasingly experiencing collective pain and trauma we can benefit from the practice of collective care that is often emphasized by social justice activists. Collective care is rooted in communities' shared responsibility for members' wellbeing and emotional health. During this workshop we will share background information about the practice of collective care, ways it can promote sustainable resilience and healing, and how it compares to and differs from self-care and compliments stepped care. By providing examples from Purchase College, we will highlight the benefits and challenges of implementing collective care within college counseling centers to support the healing of our students and our communities.</p> <p><i>Learning Objectives:</i></p> <ol style="list-style-type: none"> <li>1. <i>Participants will be able to describe 3 key aspects of collective care.</i></li> <li>2. <i>Participants will be able to identify 2 differences between self-care and collective care.</i></li> <li>3. <i>Participants will be able to describe how collective care is related to stepped care models used in many counseling centers.</i></li> </ol> <p align="center"><i>Breakout Room "Skidmore"</i></p>

## **Unicorns at the Counseling Center: Retention, Resourcefulness, and Realness of Black Therapists at College Counseling Centers**

Cara Plasencia, SUNY Oswego  
Tekhara Watson, SUNY Oswego  
Linzy Andre, Syracuse/UNY Oswego

11:15am

12:30pm

This conference program will provide perspectives of 3 Black Women counselors who work within a Counseling Services Center at a predominantly white institution. The program will begin with each woman sharing their stories of personal and professional development, including challenges they've experienced and student testimonials. Next, there will be a Q&A panel discussion regarding their experiences as Black counselors, setting boundaries in the work place, cultural pride, and self-care.

### *Learning Objectives:*

- 1. Attendees will identify differences in the unique experiences of Black counselors who may work on a predominately White staff, and with a predominantly White student body.*
- 2. Attendees will analyze ways to navigate boundary setting, experiencing micro/macro-aggressions from fellow-staff and clients, identifying countertransference, maintaining cultural-pride, and identifying a support network for self-care (preventing burn out).*
- 3. Attendees will construct a plan with actionable steps to utilize acceptance and validation, as well as cultural humility to foster wellness and resilience for Black counselors in college counseling centers.*

*Breakout Room "Brockport"*

11:15am	12:30pm	<p style="text-align: center;"><b>How the Heck Did We Get Through this year...the silver linings and challenges during the time of COVID</b></p> <p style="text-align: center;">Eve Abrams, Cornell University Kathy Camelo, SUNY Plattsburgh Maria Randazzo, LeMoyne College</p> <p>The COVID 19 pandemic changed how colleges functioned on many levels, often needing to pivot on a daily basis. Three experienced administrators/clinicians of integrated health and counseling centers will share what worked and did not work on their campuses during this academic year. Panelists will summarize their individual campus experiences then open up the discussion to others. Focus will be on specific interventions and initiatives that proved successful including collaboration within individual institutions, as well as exploring procedures/protocols that may no longer be effective post covid.</p> <p><i>Learning Objectives:</i></p> <ol style="list-style-type: none"> <li>1. <i>Name three clinical interventions that were effective and can be incorporated moving forward.</i></li> <li>2. <i>Recognize on-going capacity and limitations of staff during these challenging times.</i></li> <li>3. <i>Identify the benefits of partnerships in our campus communities as we continue to navigate during the pandemic.</i></li> </ol> <p style="text-align: center;"><i>Breakout Room "Hobart &amp; William Smith"</i></p>
12:30pm	1:30pm	<b>LUNCH!</b>



Start	End	<b>BREAKOUT SESSION II</b> <b>1:30pm-2:45pm</b>
1:30pm	2:45pm	<p data-bbox="618 323 1495 422"><b>The "Black" Tax: The toll of daily racism on the mental health of black college students</b></p> <p data-bbox="639 485 1474 680">           Sharon Mitchell, Univ. at Buffalo            Amani Johnson, Univ. at Buffalo            Sharon Kirkland-Gordon, Univ. at Buffalo            Juanita Green-Johnson, Univ. at Buffalo         </p> <p data-bbox="613 737 1490 1493">           Historically, term the "black tax" has been used to describe the systemic issues that make it difficult for blacks to build generational wealth. In the context of college student mental health, the capital involved is the ability of black students to flourish and experience psychological well-being. Individual and systemic racism is "a tax" that is indeed "taxing" for students during their college years. This presentation will explore how college mental health professionals can improve their cultural competence with black students by approaching their work from a greater understanding racial trauma and its impact on black students and strategies for developing their role in addressing systemic issues within their counseling center and higher education institution to promote the emotional and academic well-being of black college students. Relevant empirical and theoretical research as well as case examples will be utilized.         </p> <p data-bbox="613 1549 919 1587"><i>Learning Objectives:</i></p> <ol data-bbox="662 1598 1463 1969" style="list-style-type: none"> <li data-bbox="662 1598 1463 1682">1. Describe 3 ways in which everyday racism impacts the mental health of black students</li> <li data-bbox="662 1692 1019 1730">2. Define racial trauma</li> <li data-bbox="662 1740 1463 1871">3. Cite 3 strategies for creating culturally competent and trauma-informed approach to therapy with black students</li> <li data-bbox="662 1881 1463 1969">4. Describe how counseling center professionals can utilize a socioecological perspective to impact</li> </ol>

		<p><i>systemic institutional practices that negative impact student mental health</i></p> <p><i>Breakout Room "Skidmore"</i></p>
<p>1:30pm</p>	<p>2:45pm</p>	<p><b>Building Community: Addressing Anti-Asian Racism in the Context of White Supremacy, and Promoting Allyship/Solidarity</b></p> <p>Sung Kim-Kubiak, Univ. at Buffalo  Hweon Seo, Univ. at Buffalo  Stephanie Shiqin Chong, Univ. at Buffalo</p> <p>The past year has shown a brighter light on the many types, forms, and targets of racism that have existed in this country for centuries. Asian communities, like other marginalized groups, have been impacted by a complex array of racialized prejudice and discrimination throughout their history within the United States. In the past year, with COVID-19 being referred to as the "Chinese disease," anti-Asian racism and xenophobia appear to have increased in frequency and intensity (Cheng, 2020), but is still a reflection of long-held racial biases grounded in an idealized European White hegemony. These anti-Asian sentiments have brought about negative impact on mental health and potential harms to various communities (Misra, Goldmann, &amp; Yang 2020). This presentation seeks to discuss some key issues in the experiences of Asian American and Asian International individuals within college settings that can significantly impact their social, psychological, emotional, and academic functioning. These include, the impact of acculturation and enculturation, racial identity development and how Asian norms may impact this process, as well as various stereotypes, assumptions and biases (e.g., "model minority" stereotype, seeing all Asians as the same, assuming all Asians are foreigners, etc.), microaggressions, racial insults, and overt race-related</p>

assaults experienced by many Asian individuals. Within the broader context of racism and White supremacy in the United States, the ways that anti-Asian racism intersects with racism and oppression experienced by other marginalized groups will be discussed. Finally, implications for counseling center professionals in their clinical, outreach, and social justice work will be recommended. This workshop also plans to facilitate conversation among participants on their own awareness and experiences as Asian identified professionals or in their work with Asian students, to create a space of mutual learning and growth.

*Learning Objectives:*

- 1. Understanding anti-Asian racism, and aspects of the complex intersections of anti-Asian racism and discrimination/ oppression of other marginalized groups (e.g. anti-Black racism, sexism) within the broader context of White supremacist attitudes in the United States*
- 2. Explore factors that can impact Asian individuals' processes of racial identity development and understanding of racialized experiences*
- 3. Discuss specific types of racism often experienced by AAPI or Asian International college students, and their impact on mental health.*
- 4. Discuss implications and specific strategies for service delivery, and provide resources to assist Asian and AAPI students in addressing and dealing with racism and microaggression*

*Breakout Room "Brockport"*

1:30pm	2:45pm	<p style="text-align: center;"><b>Out in Faith: LGBTQ+ Spirituality</b></p> <p style="text-align: center;">Charlene J. Vetter, Buffalo State Ashley Maracle, Buffalo State</p> <p>A Discussion for Counselors on the Intersection of LGBTQ+ Identities, Spirituality and Faith: Considerations and Counseling Strategies. This program is for any provider who want to learn more about assisting LGBTQ+ clients with managing societal, familial, and faith-based stigma and discrimination.</p> <p><i>Learning Objectives:</i></p> <ol style="list-style-type: none"> <li>1. <i>Participants will be able to list 3-5 societal challenges faced by LGBTQ+ individuals</i></li> <li>2. <i>Participants will demonstrate, via discussion, an understanding of the challenges that sometimes arise from the intersection of LGBTQ+, religious, and/or other spiritual identities</i></li> <li>3. <i>Participants will be able to list 3-5 strategies that counselors may utilize in working with LGBTQ+ individuals</i></li> </ol> <p style="text-align: center;"><i>Breakout Room "Hobart &amp; William Smith"</i></p>
Start	End	<p><b>BREAKOUT SESSION II</b></p> <p><b>2:45pm-4:00pm</b></p>
2:45pm	4:00pm	<p style="text-align: center;"><b>College Counseling in the New Millennium: The Role of Data Driven Cultural Competence</b></p> <p style="text-align: center;">Sally Robles, Brooklyn College Yehudis Keller, Brooklyn College</p> <p>Multi-racial students sought services at rates greater than their population at the college (15% and 31.5%, respectively). Nonetheless, African American students</p>

attended significantly fewer sessions than white students. In terms of disparities in symptom presentation, Asian Americans had significantly higher depression and anxiety scores than African American students. Additionally, White Students scored significantly higher in the Substance Abuse scale than African Americans and Asian-Americans. Latinx students had the second highest substance abuse score and they scored significantly higher than Asian American students. In a higher education environment that has seen an explosive growth in diversity, the results point to the need for college counseling centers to account for how socio-cultural and racial aspects of their clients' identities impact help-seeking behavior, treatment utilization, symptom presentation and - very likely - treatment satisfaction.

*Learning Objectives:*

- 1. List the main disparities in help seeking behaviors found among college students of distinct racial and ethnic backgrounds seen at a college counseling center.*
- 2. List the main disparities in psychopathology type among distinct racial and ethnic identity groups seen at the college counseling center.*
- 3. Describe possible reasons for racial and ethnic disparities seen in the use of college counseling center services.*
- 4. Describe possible remedies to racial and ethnic disparities seen in the use of college counseling center services*

*Breakout Room "Skidmore"*

## **On Implementing an Embedded Therapy Program**

Jaime H. Castillo, RIT

Embedded therapy programs in higher education are on the rise. These programs offer academic and/or service units within an institution a direct connection with a mental health provider. Further, embedded therapists are in a unique position to understand the academic, social, and cultural nuances of a college/service unit on campus, and develop programming that integrates mental health and wellness into traditionally academic spaces. This workshop will provide an overview of one embedded therapist's model of building a sustainable and collaborative embedded therapy infrastructure at one college within a university.

2:45pm

4:00pm

### *Learning Objectives:*

- 1. Understand a comprehensive model for implementing an embedded therapy program*
- 2. Be introduced to a logic model to identify short, medium, and long term goals of embedded therapy program*
- 3. Be introduced to and utilize data organization and tracking tools for assessment and program evaluation*
- 4. Understand how to support embedded therapy staff to thrive*
- 5. Understand the challenges and barriers to embedded programming*

*Breakout Room "Brockport"*

2:45pm	4:00pm	<p style="text-align: center;"><b>Moving from Competence to Responsiveness: Broaching Conversations around Race, Power, &amp; Privilege</b></p> <p style="text-align: center;">Erin Cannella, Univ. at Buffalo Amani Johnson, Univ. at Buffalo</p> <p>As clinicians, we have an ethical responsibility to work from a culturally informed framework. This includes actively recognizing the ways in which our identities and the identities of our clients are relevant within clinical work. While this has always been relevant to the work we do, the recent sociopolitical climate, examples of racialized violence, and social justice movements highlight the urgency in addressing issues of power, privilege, and injustice. This workshop aims to provide skills and foster reflection around broaching these topics within clinical settings.</p> <p><i>Learning Objectives:</i></p> <ol style="list-style-type: none"> <li>1. <i>Apply APA guidelines in psychotherapy with regards to multicultural responsiveness in clinical work with White students and students of Color.</i></li> <li>2. <i>Identify the impact of intersecting identities on the therapeutic process, specifically around race, ethnicity, and culture.</i></li> <li>3. <i>Develop conceptualization and broaching skills that are responsive to a nuanced understanding of multiculturalism and "diversity."</i></li> </ol> <p style="text-align: center;"><i>Breakout Room "Hobart &amp; William Smith"</i></p>
4:00pm	4:15pm	<b>GOODBYES</b>