

2022

CCNY

Annual Conference

June 1-3, Hamilton College



40th Annual CCNY Conference

Schedule-at-a-Glance

Wednesday, June 1

Pre-Conference, Mark Nepo

Sessions, Breaks and Lunch held in Kirner-Johnson (KJ)

8:30 - 10:00	Registration & Refreshments (Lobby/Atrium)
10:00 - 11:30	Session 1: Reliable Truths (Atrium)
11:30 - 11:45	Break (Refreshments available on the Mezzanine)
11:45 - 1:00	Session 2: The Wisdom in Suffering (Atrium)
1:00 - 2:00	Lunch (Atrium)
2:00 - 3:30	Session 3: What is Heartening & Disheartening? (Atrium)
3:30 - 3:45	Break (Refreshments available on the Mezzanine)
3:45 - 4:30	Session 4: Building Again (Atrium)
4:30 - 5:00	Closing Stories and Poems (Atrium)

Thursday, June 2

8:00 - 9:00	Registration & Breakfast (Events Barn Lobby)
9:00 - 9:30	Introductions (Events Barn)
9:30 - 11:00	Keynote Conversation – David Wilcox (Events Barn)
11:00 - 11:15	Break - Move to Kirner-Johnson building (Refreshments available on the Mezzanine)
11:15 - 12:30	Session 1 (KJ Red Pit 127, 201 & 203)
12:30 - 2:00	Lunch (Atrium)
<i>Self-Care Sound Healing Sessions: 1:20-2:00pm or 2:30-3:10pm (KJ109)</i>	
2:00 - 3:15	Session 2 (KJ Red Pit 127, 201 & 203)
3:15 - 3:30	Break (Refreshments available on the Mezzanine)
3:30 - 4:45	Session 3 (KJ Red Pit 127, 201 & 203)
6:00 - 8:00	Reception & Dinner - <i>Cocktails, Live Jazz, & Gelato!</i> (McEwen Courtyard/KJ Atrium)

Friday, June 3

7:30 - 8:45	Breakfast (KJ Lobby/Atrium)
	Directors' Breakfast Meeting (Kennedy Center for Theatre and Studio Arts 205)
8:45 - 9:00	Break
9:00 - 10:30	Keynote Conversation – Jericho Brown (Atrium)
10:30 - 10:45	Break (Refreshments available on the Mezzanine)
<i>Self-Care Sound Healing Sessions: 11:20-12:00pm or 12:30-1:10pm (KJ109)</i>	
10:45 - 12:00	Session 4 (KJ Red Pit 127, 201 & 203)
12:00 - 1:00	Box Lunches (Mezzanine)
1:00 - 2:15	Session 5 (KJ Red Pit 127, 201 & 203)





Information about COVID & Nametags

Attendees are encouraged to wear masks as desired and to be sensitive to the needs of others. To facilitate communication around boundaries of personal touch, you can use stickers or wristbands to indicate your level of comfort:

★ Handshakes or Hugs are OK!

😊 Elbow bumps please.

♥ I love you, but I'd like some space please.

Information about Self-Care

We are providing Sound Healing Sessions on *Thursday from 1:20-2:00pm or 2:30-3:10pm* as well as *Friday from 11:20-12:00pm or 12:30-1:10pm* in **KJ109**. These are optional and available to you if you want to relax! Sessions are provided by Andrea Villiere.

Information about Continuing Education

We are pleased to share that breakout sessions and keynotes will offer CE credits for licensed mental health counselors, social workers, and psychologists. *Each breakout session provides 1.25 hours and each Keynote 1.5 hours of CE credits.* **Please note:** We ask that you complete an evaluation that will be available on the conference website and sent via email at the end of each day.

The University at Buffalo Counseling Services is approved by the American Psychological Association (APA) to sponsor continuing education for psychologists and recognized by the New York State Education Department as an approved provider of continuing education for Licensed Psychologists, Provider Number: #PSY-0110, Licensed Master Social Workers and Licensed Clinical Social Workers, Provider Number: #SW-0504, and Licensed Mental Health Counselors, Provider Number: #MHC-0129. CE Credits are being provided by the University at Buffalo.

CCNY 2022 Daily Schedule

Wednesday, June 1 - All events held in Kirner-Johnson (KJ)

8:30am - 10:00am Registration (Lobby) and Refreshments (Atrium)

The Heart & Sustainability of Counseling Center Work Today

Mark Nepo, Author

How do we sustain ourselves in this work, and make our work more nourishing? Working in a college counseling center has become much more complicated and - at times - difficult in recent years. Higher demand for services, higher expectations on us and our colleagues, and higher acuity in what we are seeing all add to the pressure. Join Mark Nepo as he creates a heart space where we can connect to the deeper parts of the work, the reasons WHY we do this work and the HOW of sustaining ourselves through more challenging times. Mark is a nationally recognized poet, philosopher, and spiritual leader. One of Oprah's SuperSoul 100 visionaries, Mark will create a space for us to explore how we relate to ourselves and our systems - and help us connect to the deeper reasons why we love this work. This will be a powerful and unique experience.

10:00am - 11:30am	Session 1 - Reliable Truths
11:30am - 11:45am	Break (Refreshments available on the KJ Mezzanine)
11:45am - 1:00pm	Session 2 - The Wisdom in Suffering
1:00pm - 2:00pm	Lunch (Atrium)
2:00pm - 3:30pm	Session 3 - What is Heartening and Disheartening?
3:30pm - 3:45pm	Break (Refreshments available on the KJ Mezzanine)
3:45pm - 4:30pm	Session 4 - Building Again
4:30pm - 5:00pm	Closing Stories and Poems

Learning Objectives:

- 1. Describe three things that make Counseling Center work meaningful for them*
- 2. List one fundamental truth about their work that they have learned from a client*
- 3. Assess and compile a list of critical items they want to help rebuild or sustain in their workplace*

Dinner on your own

Thursday, June 2

8:00am - 9:00am Registration & Breakfast (Events Barn)

9:00am - 9:30am Welcome Remarks (Events Barn)
Jeff Landry, Associate Vice President for Student Life
David Walden, Hamilton College

9:30am - 11:00am **Keynote Conversation (Fillius Events Barn)**
Featuring David Wilcox, Singer/Songwriter

The View from the Edge: Resilience and heart in counseling center work today

How do we reach our clients where they are? What services can we provide to really meet people's needs? How do we live out our jobs in ways that are fulfilling to us? As we navigate the tensions of providing mental health services in a higher education setting, these questions travel with us. When we get to the heart of the work, and when we connect the mind and the heart, we can make more deeply informed and grounded decisions and experience greater resilience. David Wilcox has spent a lifetime navigating clearer and clearer pathways to his heart and connecting his heart and mind. And he's made some beautiful music in the process. Come join for an intimate discussion about how these dynamics apply to Counseling Center work, and for some songs that might carry us into a more centered space without even trying.

Learning Objectives:

- 1. Identify how connecting the mind and the heart lead to more centered and grounded decision making*
- 2. List the ways in which deep listening helps identify the most important components of clinical work*
- 3. Describe how the concept of "letting go of the search for answers" applies to their career goals and the goals of counseling center work*

11:00am - 11:15am Break - Move to Kirner-Johnson Building (KJ)
(Refreshments available on the KJ Mezzanine)

Bringing a Therapeutic Space to a Competitive Environment

Del Rey M. Honeycutt, St. Bonaventure University
 Hailey Gattuso, St. Bonaventure University
 Chance Olivas, St. Bonaventure University
 Carmella Bartimole, St. Bonaventure University

In light of recent national news coverage of several suspected and confirmed incidents of student athletes dying by suicide, college counseling centers have an opportunity to advocate for and support the mental health and overall wellbeing of student athletes on their campuses. Student athletes are a sub-population with unique needs and additional pressures that contribute to presenting concerns, such as anxiety and depression. At times, the additional pressures merged with an unhealthy or toxic culture within athletics and coaching styles requires counselors or directors to move beyond the office setting and step onto the field, into the gym, etc.

Learning Objectives:

1. Describe how they may support student athlete wellbeing as evidenced by quantitative and qualitative data collected in 2021.
2. Discuss potential barriers/challenges experienced when adding a counselor embedded in athletics.
3. Identify at least two ethical dilemmas working within an athletic setting.
4. Identify at least two contributing factors unique to student athletes that affect their overall wellbeing.
5. Select strategies to improve a counselor's role in student athletes' help-seeking behavior.

Kirner-Johnson Red Pit (127)

We WILL talk about Bruno: Using film to enrich the therapeutic experience

Ashley Maracle, SUNY Buffalo State
 Jack Mack, SUNY Buffalo State

With movies like "Encanto" and shows like "Moon Knight," there is an increased discussion of not only the portrayal of mental health in visual media, but also the ways in which it can be used therapeutically. This session will focus on discussing the use of cinematherapy to enhance the therapeutic relationship, assist clients in emotional processing, build empathy, develop skills, and explore values.

Learning Objectives:

1. Identify at least 3 benefits to the use of film in therapy
2. Describe the way(s) in which they might incorporate film into their own practice
3. Learn how to recognize useful metaphors in film and other media to use in therapy

Kirner-Johnson 201

Paws Assisted Therapy

Mary Greene, Herkimer Community College
Wendy Marchese, Herkimer Community College
Kaitlyn LaPolla, Herkimer Community College

Many counseling centers are recognizing the benefits of Animal Assisted Therapy and would like to implement a program at their center. The Herkimer College staff will share the process they used to successfully implement Animal Assisted Therapy at the college. The program will include choosing your canine helper, training, and procedures for implementation.

Learning Objectives:

1. Identify the benefits of AAT with a Certified Therapy Dog
2. Identify options in choosing the canine helper
3. Create a successful proposal for AAT

Kirner-Johnson 203

12:30pm - 2:00pm

Lunch (Atrium)

Self-Care Sound Healing Sessions: 1:20-2pm or 2:30-3:10pm (KJ109)

BREAKOUT SESSION 2 (Choose 1 of 3 options)

2:00pm-3:15pm

Panel Discussion

New Employees: Recruiting, Supporting, Retaining Them

Sharon Mitchell, University at Buffalo
Kate Wolfe-Lyga, SUNY Oswego
David Reetz, Rochester Institute of Technology
Nick Fronczak, University at Buffalo
Karin DeLeon, SUNY Oswego
Isabel Chandler, Rochester Institute of Technology

The pandemic, generational differences in work/life balance expectations, as well as existing unique challenges related to institutional culture and location have forced counseling center directors and other higher education administrators to rethink how they recruit and manage new employees (Hannay & Fretwell, 2011; Hersh et al, 2022; Kniffin et al, 2021). With the advent of more mental health professionals leaving college counseling, recruiting and retaining a qualified and culturally diverse staff has also become more challenging (Gorman et al, 2021). Higher education is no longer seen as more desirable and less stressful than other work environment for many professionals (Figueroa, 2015, Gorman et al, 2016, Marshall, Hughes, & Lowery, 2016; and Mullen, Malone, Denney & Dietz 2018.) A panel of counseling center directors and new employees will utilize their lived experience as well as higher education, counseling, and organizational development theory and research on trends in challenges with finding an employer/employee good fit when traditional ways of recruitment such as in person interviews may no longer be the norm and socialization and adjustment differences due to hybrid work situations (Sallee, 2016). Particular attention will be paid

to challenges for staff of color in navigating the new normal.

Learning Objectives:

1. Describe how bringing awareness to generational differences in work expectations can support job satisfaction and employee retention.
2. Discuss how the pandemic has impacted new employee adjustment to college counseling center settings and methods to improve the employee's integration into the workplace.
3. Identify three strategies for recruiting, supporting, and retaining new employees, particularly those from marginalized groups.

Kirner-Johnson Red Pit (127)

Positive Masculinity and Changing Campus Culture

Joel Oppenheimer, SUNY New Paltz

This workshop explores Masculinities today and ways to improve our campus culture using tools of Relational Culture and Transformative Justice. During this workshop, we will model ways to create healthy connection through listening, story, and movement. We will examine the oppressive constructs of Masculinity, Individualism and Emotional Scarcity and how to heal through relationships and community connection.

Learning Objectives:

1. Describe three key aspects of Individualism and how it impacts campus culture.
2. Demonstrate knowledge of Relational Culture.
3. Identify two differences between Positive Masculinity and Toxic Masculinity

Kirner-Johnson 201

Building Courageous Community: Adventuring Outside the Therapy Room

Aaron M. Klein, Syracuse University
Cara J. Capparelli, Syracuse University

The Adventure-Based Counseling (ABC) Series at Syracuse University was designed to build leadership and relationship skills, self-esteem, communication, trust, respect, and responsibility. Facilitated through multiple teams within Barnes Center at The Arch, including Counseling, Health Promotion and Recreation, this program offers a hybrid of indoor and outdoor adventure-based activities and experiential processing to foster personal growth. Combining outdoor adventure and therapeutic processing engages the student as a whole and provides a more holistic way of working with students who may not be inclined to seek out traditional therapeutic interventions (Tucker, Norton, Itin, Hobson, & Alvarez, 2016).

Rooted in experiential learning, outdoor education, group counseling and intrapersonal exploration, adventure therapy is relatively new to the field of counseling. Contextualized in the larger framework of experiential education, adventure therapy programs endorse 'learning by doing' and involve the intentional processing of events to promote positive change (Fletcher & Hinkle, 2002). Currently, adventure therapy is utilized in schools, community mental health centers, residential treatment

centers, and wilderness therapy programs (Gillis, Gass, & Russal, 2014). Outcomes may include enhanced self-concept, personal efficacy, self-confidence, and overall well-being. Additionally, one longitudinal study focused on the use of adventure-based counseling activities with college students found a significant and positive effect on retention rates (Fletcher & Hinkle, 2002).

This presentation will highlight the importance of collaboration across professions in an integrative health and wellness system on a college campus. Students get off campus, explore and connect with natural settings, and engage with peers on cognitive, affective, and behavioral levels. The unique format of ABC Series provides students and staff an opportunity to model and enhance their own effective communication, problem-solving and shared leadership strategies. At the same time, partnering across professions grants students an opportunity to engage with a greater breadth of resources and support.

Learning Objectives:

1. *Discuss adventure-based counseling as a multidisciplinary therapeutic group experience.*
2. *Highlight impact of adventure-based counseling on student experience.*
3. *Explore impact of adventure-based counseling on staff development and cross-professional outcomes.*

Kirner-Johnson 203

3:15pm-3:30pm

Break (Refreshments available on the KJ Mezzanine)

BREAKOUT SESSION 3 (Choose 1 of 3 options)

3:30pm-4:45pm

**Implementing a successful co-responder program with campus police:
Lessons learned**

Brigid Cahill, University of Rochester
Felicia Reed-Watt, University of Rochester

In response to defund the police protests on campus, the counseling center, with public safety and residential life, collaborated to develop co-responder program. Graduate students (counselors in residence, CIRs) trained in risk assessment and crisis management respond in person accompanied by public safety to all on campus mental health related calls. CIRs also provided mental health programming and drop-in office hours. This program will explore the development and implementation phases of the program, share data on usage in the pilot year and share future plans.

Learning Objectives:

1. *Identify strategies in developing a co-responder program and obtaining buy-in from campus partners.*
2. *Describe challenges and successes in the implementation of this program in the pilot year.*
3. *Explore how both data on utilization and campus culture are impacting future plans.*

Kirner-Johnson Red Pit (127)

The Binghamton University Model for an Eating Disorder Treatment Team

Tracy Lord, Binghamton University
Kate Shinko, Binghamton University

The Binghamton University Counseling Center has implemented an interdisciplinary Eating Disorder Treatment Team that meets bi-weekly. Two individuals who participate on the team describe the benefits, limitations, and considerations for the future. Case examples will be provided. Discussion is encouraged.

Learning Objectives:

1. *Identify considerations that go into deciding on how to implement the team, such as allowing the dietitian access to client charts.*
2. *Identify at least two benefits of having an interdisciplinary eating disorder treatment team on campus.*
3. *Identify at least two limitations of a campus eating disorder treatment team.*

Kirner-Johnson 201

Roll Advantage: Tabletop Role-play Gaming in Group Therapy

Aden M. Cook, Cornell University
Jacob Parker Carver, Cornell University
Cory Myler, Cornell University

Tabletop Role-playing Games (TTRPGs), such as Dungeons & Dragons, have seen a renaissance in media and cultural interest in the last decade. Presenters will discuss what these games are and how they can be integrated into group therapy to meet a variety of treatment goals. Presenters will also describe their methodology for preparing for and structuring these groups.

Learning Objectives:

1. *Identify common terminology and thematic elements used in most TTRPGs*
2. *Demonstrate the therapeutic practicality of TTRPGs with group therapy settings*
3. *Describe the session structure used by presenters during TTRPG group therapy*

Kirner-Johnson 203

6:00pm - 8:00pm

Reception and Dinner: *Cocktails, Live Jazz and Gelato!*
(McEwen Courtyard/KJ Atrium)

Friday, June 3

7:30am - 8:45am

Breakfast (KJ Lobby/Atrium)
Directors' Breakfast Meeting (Kennedy Center 205)

8:45am - 9:00am

Break



9:00am - 10:30am

Keynote Conversation (KJ Atrium)

Featuring Jericho Brown, Poet

To Be Seen: How expression & narrative can help make us whole

The work of Counseling Center clinicians is often quiet work, and done in the context of high expectations and high stakes. Making sense of pain, tragedy, and trauma involves joining opposites and making space for paradox. What is the role of narrative in healing? What is the relationship between truth and wholeness? What does poetry- and the poet- have to teach us about therapy and the therapist? This discussion will focus on sustainability in clinical work, the importance of narrative in healing around trauma, the role of subversion in self-expression and change-seeking, and how the most deeply personal is the most universal. Jericho Brown is doing sacred work in this area. His poems direct us into the mystery of what it means to be human, and what it means to heal in a culture rife with pain and struggle. Our conversation will explore these topics as well as poems that illuminate the human condition.

Learning Objectives:

1. Describe how paradoxical narratives help clients and therapists process pain and trauma, and how they can increase experiences of beauty and meaning
2. Identify how sustainability in clinical work is related to the ability to fully express the challenges of clinical practice (e.g., burnout, secondary trauma, compassion fatigue)
3. Apply the concept of subversion to their professional lives and identify how acts that feel transgressive can lead to greater freedom and meaning (e.g., expressing oneself more clearly, asking challenging or difficult questions, seeing clinical work differently than others)

10:30am - 10:45am

Break (Refreshments available on the KJ Mezzanine)

Self-Care Sound Healing Sessions: 1:20-2pm or 2:30-3:10pm (KJ109)

BREAKOUT SESSION 4 (Choose 1 of 3 options)

10:45am-12:00pm

Moving Towards a More Trauma-Informed Campus: Using Our Knowledge of the Brain to Improve the Campus for Survivors

Michele Passonno, Colgate University

Charm Little-Ray, Colgate University

Dawn LaFrance, Colgate University

The brain responds to trauma in many ways and clinicians use this understanding to help guide their work with clients who have survived terrible experiences. Much of the campus community is less educated about trauma's effects on students and many campus practices are not informed of how trauma may affect learning and behaviors. With our clinical knowledge and understanding of the brain, counselors and sexual violence practitioners have a unique role in helping the campus

community better support survivors. This program will provide a brief overview of the ways that trauma affects the brain, review of the ways that survivors may respond to others and content due to their trauma history, and provide some practices that may help educators, emergency response personnel, and outreach programmers better teach and support survivors.

Learning Objectives:

1. *Describe at least three ways that trauma may affect a survivor's thoughts, behaviors, feelings and interactions with others.*
2. *Identify at least three ways programs and teaching methods could be improved to teach survivors material more effectively.*
3. *Make a plan for implementing an educational opportunity for at least one group of professionals on your campus to apply more trauma-informed practices.*

Kirner-Johnson Red Pit (127)

Cannabis, Culture, & Creativity: Implementing CASICS during changing times

Ashley Maracle, SUNY Buffalo State

CASICS is an evidence-informed brief Motivational Interviewing-based intervention for college student cannabis use. The legal status of cannabis is continuously evolving, as are societal perceptions; there is also a greater understanding of the harmful impact cannabis policies have had on marginalized communities. Institutions will have to get creative in order to provide effective, culturally inclusive, and trauma-informed interventions to address this issue. This session will present lessons learned from the CASICS program at Buffalo State College and provide a framework for implementing CASICS from a trauma-informed, human rights perspective.

Learning Objectives:

1. *Identify at least 3 risks associated with college student cannabis use at the micro/mezzo/macro levels and describe why it is an important issue for institutions to address*
2. *Describe the way in which laws and policies related to cannabis use have harmed marginalized communities*
3. *Explain the Intervention Mapping process model and RE-AIM framework for implementation of evidence-based/informed interventions*

Kirner-Johnson 201

Compassion Fatigue

Hailey Mancini, SUNY Oneonta

A journey through Dr. Jeffrey A. Kottler exploring a therapist's reasons for compassion fatigue and tips to manage it. This presentation will explore ways to manage our client's stress of a pandemic and social justice movement while also experiencing it ourselves.

Learning Objectives:

1. Discuss what compassion fatigue is and how it emerges within us
2. Apply strategies to gain self-awareness and combat feeling a decrease in the ability to have compassion with our clients
3. Design a personalized plan to manage assisting clients through a current event that we are also experiencing

Kirner-Johnson 203

12:00pm - 1:00pm Box Lunches (KJ Mezzanine)

BREAKOUT SESSION 5 (Choose 1 of 3 options)

1:00pm - 2:15pm

Building a Net: Engaging an Entire Campus in Suicide Prevention

Sara Cunningham, SUNY Albany
Robert Cardom, SUNY Albany
Vivian Wilson-Hwang, SUNY Albany

A comprehensive approach to suicide prevention requires the shared responsibility and ownership of stakeholders across campus, including students, faculty, staff, families, and communities (Hawley et al., 2016). College mental health professionals are well positioned to lead and facilitate cross-campus collaborative efforts to address suicide prevention on a universal prevention level in order to further efforts at the more specialized and selected levels. This presentation will focus on how efforts at the University at Albany to build and sustain a cornerstone suicide prevention event, the Out of the Darkness Campus Walk, can bring necessary attention to the need for more sustained and widespread campus and community efforts throughout the school year. Specific suicide prevention programs will be highlighted. Finally, we will focus on lessons learned and future directions in support of attendees bringing similar efforts to their own campus.

Learning Objectives:

1. Describe the importance of addressing suicide awareness and prevention on college campuses at all levels using a public health framework.
2. Identify and discuss the role of college counseling centers in leading collaborative suicide prevention efforts across campus and beyond.
3. Design their own approach to strategies for campus-wide suicide awareness and prevention events.

Kirner-Johnson Red Pit (127)

TIG (Trauma, Illness & Grief) Higher Education: Meeting the Wellness Needs

Rebecca Kieffer, St. John Fisher College
Deb Salamone, Coordinated Care Services Inc.

The Consortium on Trauma, Illness, Grief in Schools (TIG) was founded in Monroe County (2001) as a project between Coordinated Care Services, Inc., the Monroe County Office of Mental Health, and local school districts. Their goal was to increase school personnel's ability to support students and staff at times of individual or collective crisis. Over the last 20 years, the TIG Consortium has grown in its dedication to preparing school staff and districts to understand, intervene and support students when needs arise related to trauma, violence, illness, and death.

Learning Objectives:

1. *Explain the benefits of TIG in Higher Education institutions.*
2. *Identify a best practice model for building, sustaining and responding to significant events with the support of student/staff/faculty wellness as a priority.*
3. *List next steps for creating a collaborative TIG process in their region.*

Kirner-Johnson 201

Therapeutic Improvisation: Staying Balanced as You Read the Changes

Michael Alcee, Manhattan School of Music

Changes are being thrown at us and our clients all the time. Yet most of us feel like we're just winging it rather than making music out of them. This talk will provide an intriguing new framework that blends the art and science of our work to help us stay connected and balanced during these trying times. I'll show how both early career and veteran therapists can embrace these changes and tap into the artistry and creativity needed for our clients and even more importantly, for ourselves! Using examples from music, film, literature, and clinical cases, we'll open up a whole new way of looking at our clinical work and together, we'll start making more interesting music again.

Learning Objectives:

1. *Describe a metatheoretical framework that can help us all--new and veteran therapists alike--make sense of the vast changes being thrown our way as clinicians*
2. *Provide an interpersonal neurobiological understanding that inspires transformational growth in our patients and ourselves*
3. *Reclaim an artistic approach to our work as therapists and to use it as a new model for psychological well-being*
4. *Learn how this approach prevents burnout and enables even our most challenging clients to become creative partners again*

Kirner-Johnson 203

Thanks for attending ~ Safe travels!

