41ˢᵗ Annual CCNY Conference

June 7-9, 2023 : : University at Buffalo

Schedule and Information

SCHEDULE-AT-A-GLANCE

Wednesday, June 7

Pre-Conference, Carlton E. Green

8:30 – 10:00	Registration & Breakfast
10:00 – 11:15	Part 1
11:15 – 11:30a	Break
11:30 – 12:30	Part 2
12:30 – 1:30	Lunch
1:30 – 3:30	Part 3
3:30 – 3:45	Break
3:45 – 5:30	Part 4
5:30	Dinner on Your Own
6:30	SUNY Director's Dinner

Thursday, June 8

11:00 – 4:30   Zen Room Open

8:00 – 9:00	Registration & Breakfast
9:15 – 9:30	Introduction Brian Hamluk, Sharon Mitchell
9:30 – 11:00	Keynote Address – Margaret Sallee
11:00 – 11:15	Break
11:15 – 12:30	Session 1
12:30 – 1:30	Lunch
1:45 – 3:00	Session 2
3:00 – 3:30	Break
3:30 – 4:45	Session 3
5:30 – 8:00	Reception & Dinner

Friday, June 9

8:00 – 11:30   Zen Room Open

7:30 – 8:45	Breakfast
7:45 – 8:45	Directors' Breakfast
9:00 – 10:15	Session 4
10:15 – 10:45	Break
10:45 – 12:00	Session 5
12:00 – 1:00	Box Lunches and Farewells

WELCOME TO THE UNIVERSITY AT BUFFALO

Information

This is a **fragrance free event**. Thank you for not wearing cologne, after shave lotion, perfume, perfumed hand lotion, fragranced hair products, and/or similar products.

Parking

Pre-Conference parking is in the lot <u>adjacent to the Center For Tomorrow</u> where all pre-conference events will be held. Conference parking is available in the <u>Commons Parking Lot</u>, with over-flow parking if needed in the <u>Jarvis B Lot</u>. There is a separate map included in your materials that locate these lots. There will also be CCNY signs on campus directing you to these lots.

Guest Wi-Fi

There is a separate handout in your materials with instructions on how to access UB's wi-fi network.

Continuing Education

We are pleased to share that breakout sessions and keynote will offer CE credits for licensed mental health counselors, social workers, and psychologists. *Each breakout session provides 1.25 hours and the Keynote 1.5 hours of CE credits.* **Please note**: You will need to check in to each attended session to get CE credits and attend the program in its entirety. We also request that you complete an optional evaluation after the sessions you attend to provide feedback to our presenters. We will be utilizing QR codes for both check-in and the session evaluations, but if you have difficulties with this process or do not have a smartphone, please see one of the session monitors that will be in each presentation for assistance.

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.

New this Year!!!!

Conference Connectors

We have a fantastic opportunity to show that CCNY is a community of care by offering to match first time attendees, solo attendees, or just those looking to meet someone new with a seasoned conference attendee. A conference connector agrees to meet with their assigned attendee whenever is most convenient for both of you. It could be meeting up for a meal, the keynote speaker, the reception, or during a break.

Zen Room

Looking your moment of Zen? Want to take a break from the hustle and bustle of the conference? We have just the place for you. Our Zen Room will provide a space to relax, reflect, and release. *Walk our Path of Peace labyrinth* and enjoy the use of yoga mats, meditation cushions, anti-gravity chairs, mindful mandala coloring, relaxation resources and music. The Zen Room (235) will be open on Thursday from 11-4:30 and Friday from 9-11:30. Come, enjoy and relax!

Pre-Conference

Wednesday, June 7 - *All events held in Center for Tomorrow (CFT)*

8:30am - 10:00am   Registration (Lobby, Center for Tomorrow) and Continental Breakfast

Responding to and Treating the Trauma of Racism:
Bearing Witness in Psychotherapy
Carlton E. Green, Ph.D.

People of Color presenting for therapy often have concerns related to racism and racial trauma, which is the psychobiological response to the insidious, cumulative experience of race-related stress, discrimination, and terror (Bryant-Davis & Ocampo, 2006; Carter, 2007; Comas-Diaz, 2016; Helms, Nicolas, & Green, 2010). The American Psychological Association (2019) has urged mental health providers to enhance knowledge, awareness, and skills for attending to racial dynamics in service provision. However, many mental health professionals have not been trained to identify and understand the pervasive negative outcomes associated with racism (Hemmings & Evans, 2018). This presentation will assist with understanding clients' experiences of racial and treatment considerations (e.g., Carter & Pieterse, 2020; Comas-Diaz, 2016; Polanco-Roman, Danies, & Anglin, 2016). Additionally, participants will gain an understanding of how their racial backgrounds and perspectives might influence their responses to racial trauma in the therapy relationship at the professional, interpersonal, and intrapersonal levels (e.g., Carter et al., 2017; Pieterse, 2018; Thrower, Helms, & Manosalvas, 2020).

10:00am – 11:15am	**Part 1**
11:15am – 11:30am	**Break**
11:30am – 12:30pm	**Part 2**
12:30pm – 1:30pm	**Lunch (Center For Tomorrow)**
1:30pm -- 3:30pm	**Part 3**
3:30pm - 3:45pm	**Break**
3:45pm – 5:30pm	**Part 4**

Learning Objectives:
1. Define racial trauma and identify related symptoms
2. Describe types of race-related responses to racial trauma and violence
3. Apply understanding of Helms' Racial Identity Models to therapy interactions
4. Begin to identify barriers to effective race-related communication in therapy
5. Delineate treatment strategies for addressing racial trauma responses
6. Outline the utility of #racialtraumaisreal (Jernigan et al., 2015) as an outreach strategy

http://carltonegreen.com/

Green Psychological Services, Largo, MD.
2018-2021: Director, Diversity Training and Education. Office of Diversity and Inclusion, University of Maryland, College Park.
2013-2018: Staff Psychologist. University Counseling Center. University of Maryland, College Park.

Specialty/Research Focus:
  Consultant and trainer with expertise is in diversity, equity, and inclusion with a specific focus on race, racial identity, racism, racial justice, and racial healing.

Education:
- *Ph.D., Boston College, Counseling Psychology*
- *MA, Boston College, Counseling Psychology*
- *BA, Southern Methodist University, Ethnic Studies/History*

Awards and Honors:
- *Delta Omega National Honor Society for Public Health (2021) – University of Maryland School of Public Health*
- *Committee on Sexual Orientation and Gender Diversity Outstanding Achievement Awards (2020) –American Psychological Association*
- *Distinguished Contributions to Ethnic Minority Issues Award (2020) – Society for the Psychology of Sexual Orientation and Gender Diversity*

5:30pm   Dinner on your own (see restaurant suggestions)
6:30pm   SUNY Director's Dinner: Anchor Bar Maple Rd. Amherst

Daily Conference Schedule

Thursday, June 8

8:00am - 9:00am	Registration (Student Union Social Hall, Second Floor)
	Breakfast (Pistachio's, Student Union Second Floor)
9:15am - 9:30am	Welcome Remarks (Student Union 145)
	Brian Hamluk, Ed.D. Vice President for Student Life
	Sharon Mitchell, Ph.D. Senior Director, Student Wellness Director, Counseling Services
9:30am - 11:00am	

11:00am – 4:30pm
Zen Room (235) Open

KEYNOTE ADDRESS
Addressing Burnout in Higher Education:
Individual and Organizational Solutions
Margaret Sallee, Ph.D.
Student Union 145

Careers in higher education have become increasingly complicated and demanding, leading many staff to take on additional responsibilities and, as a result, experience additional stress. For some, this leads to burnout and low morale, which has a ripple effect on staff and the students that we serve. In this interactive presentation, Dr. Margaret Sallee will discuss the factors contributing to burnout among higher education staff, including the differential burdens placed on staff of color, and offer individual and organizational solutions to counteract burnout and create environments where all employees can thrive.

Learning Objectives:
1. *Explore the reasons why higher education workers feel burned out and demoralized*
2. *Examine the consequences of burnout for individuals of different identity groups as well as for organizations*
3. *Explore ideas for creating workplace conditions that enable workers to flourish*

Associate Professor, Educational Leadership and Policy,
University at Buffalo

Specialty/Research Focus
Gender Studies; Gender, Culture, and Equity; Leadership; Higher Education; Organizational Change; Qualitative Research Methods

Education:
Ph.D., University of Southern California, Urban Education (2008)
MA, The Ohio State University, Higher Education and Student Affairs (2004)
BA, University of California, Berkeley, English and French (2000)

Awards and Honors:
Maude A. Stewart Leadership Award; The Ohio State University; 2021
STAR Award for Research; UB Graduate School of Education; 2019
UB Exceptional Scholar-Young Investigator Award; UB; 2014

11:00am – 11:15am   **Break**

11:15am – 12:30pm   **BREAKOUT SESSION 1 (Choose 1 of 4 options)**

Where Do We Go From Here? *Navigating the Current Landscape in Collegiate Mental Health*

David Walden, Ph.D., Licensed Psychologist, Hamilton College :: **Lynn Braun**, MA, LPCC-S, Director of Counseling Services, SUNY Oswego

This presentation will provide an overview of the main themes and recommendations of an AUCCCD Position Paper on the future of mental health services in higher education. Now, more than ever, the role of university mental health professionals is changing and increasing in scope and responsibility. The landscape of how to address mental health on college campuses has changed, staff and directors are feeling increased levels of burnout, and professional staff are leaving at unprecedented rates. This presentation provides recommendations for institutions to strategically align roles, resources, and service delivery in order to sustain the profession.

Learning Objectives:
1. List three of the current trends impacting college counseling centers
2. Identify changes in the counseling center setting and how those changes have impacted both students and counseling center staff
3. Describe workable solutions for staff retention and job engagement for counseling center staff

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Incorporating Mindfulness and Self-Compassion in Therapy

Beth Cholette, Ph.D., Licensed Clinical Psychologist, RYT, Registered Yoga Teacher, SUNY Geneseo

An educational and experiential workshop focused on helping therapists to identify how they already use mindfulness and self-compassion skills in their work, to practice a variety of skills, and to discuss and share how they might use these skills in session. The program will acknowledge that compassion for self is not taught or even encouraged in some cultures.

Learning Objectives:
1. Participants will be able to define both mindfulness and self-compassion
2. Participants will be able to describe the differences between self-esteem, self-care, and self-compassion
3. Participants will be able to identify at least one way that they already use mindfulness and self-compassion skills in their work
4. Participants will learn at least one new mindfulness or self-compassion skill to use in-session with clients

210 Student Union

Building Trust and Restoring Creativity in Teams through Improvisation

Jaime Castillo, Ph.D., LMHC, SUNY Geneseo

Improv is awesome to some and terrifying to most. At its core, improvisation is a methodology of building trust, communication, respect, creativity, empathy, and resiliency within a group of people. Improvisors learn to take risks, succeed, and fail together. Thus, experiencing improvisational exercises as a team can help to reduce stress, enhance communication, and offer a structured space to experience vulnerability together. Furthermore, improv creates an environment that requires participants to speak up in uncomfortable situations, be aware of verbal and nonverbal cues, pay attention to how assumptions and biases translate into communication and can cause conflict inadvertently, listen to others in a way that shows that they are being understood, and creates an environment of support and non-judgment; thus, offering a method that can be integrated into diversity and inclusion training. In a time when taking care of our students, ourselves and our colleagues is essential, why not have fun while doing it?!

Learning Objectives:
1. Identify key aspects of applied improvisation
2. Identify how improvisation can be used as a team intervention to build trust and restore creativity
3. Practice improvisational techniques

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Creating Communities of CARE:
Working with BIT, CARE, and Student Support Teams

Ashley Maracle, DSW, LCSW-R, SUNY Buffalo State University

Behavioral Intervention Teams (BIT), Care Teams, Students of Concern Teams, etc. have been an important part of campus communities for years and Counseling Centers often play a vital role. Counselors that act in both capacities are often put in a difficult position ethically when it comes to choosing if and how to share information in order to support these teams while protecting students' confidentiality and the therapeutic relationship. This discussion will focus on strategies to build relationships across departments, facilitate trust, and balance clinical concerns with community expectations consistent with professional ethical standards.

Learning Objectives:
1. Participants will be able to describe ethical challenges that counselors/case managers face when balancing dual roles
2. Participants will be able to identify strategies to build relationships across departments to support both clinical and Care Team goals
3. Participants will be able to apply strategies to their own campus roles and responsibilities

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12:30pm – 1:30pm   Lunch - Pistachio's (Student Union, Second Floor)

1:45pm – 3:00pm   **BREAKOUT SESSION 2 (Choose 1 of 4 options)**

"Our Healing Breath" and Other Virtual Drop-In Groups: *Responding to Identity-Based Critical Incidents During the Double Pandemic*

Ronke Lattimore Tapp, Ph.D., Licensed Psychologist, University of Rochester :: **Brigid Cahill**, Ph.D., Licensed Psychologist, University of Rochester

In this presentation, we will 1) explore recent shifts in the nature of our counseling center outreach, especially in regard to the increased need for responses to critical incidents of police brutality and other violence against BIPOC and LGBTQ people, natural disasters, war and political crises abroad, etc., 2) discuss our efforts to respond via virtual drop-in groups, both intermittent and ongoing, and 3) review lessons learned along the way and discuss how these inform our current thoughts and idea on how to refine and enhance our current efforts to develop an effective critical incident response system within our college counseling center and in coordination with a larger university system.

Learning Objectives:
1. Participants will review changes and trends in campus outreach responses to critical incidents
2. Participants will identify 3 benefits of counseling centers using virtual drop-in groups to support students
3. Participants will identify institutional & student barriers & supports for providing support through virtual drop-in groups

145 C/D Student Union

Creating an ADHD Support Team

Niki Keating, Ph.D., NY Licensed Psychologist, Colgate University, Counseling & Psychological Services :: **Ellen Larson**, MD, FAAFP, Physician, Colgate University, Student Health Services :: **Molly Mendolia**, MS, OTR/L, Learning Support Coordinator, Colgate University, Office of Student Disability Services

Although significant strides have been made in recent years, many college campuses still struggle to support neurodivergent students. ADHD is one of the most common forms of neurodivergence seen in the college population, a disorder that can significantly challenge student success in academic and other life goals. This presentation will review the efforts taken on one campus to create an ADHD Support Team that streamlines processes for student access to ADHD resources including evaluation, treatment, and disability services. Specific attention will be given to the benefits of developing multidisciplinary teams, strategies for communication among separate departments, use of contracted psychiatry services, and considerations for under-resourced and rural campuses.

Learning Objectives:
1. Participants will be able to identify three ways in which ADHD impacts college student success.
2. Understand the benefits of a multidisciplinary team to support students with ADHD and consider strategies for their unique campus' needs
3. List at least three strategies to promote a functional ADHD Support Team

145 A/F Student Union

Restoring Thyself and Others with Creative Expression and Mindful Self-Compassion

Alison Smith, LCSW, SUNY University at Buffalo ::
Stephanie Chong, Ph.D., SUNY University at Buffalo

Students often describe negative self-talk and criticism to motivate themselves to do their best. In fact, many see self-compassion as taking the easy way out or making excuses. This perpetuates stress and can lead to burnout. Similarly, as clinicians, we can fall into these same patterns and struggle to offer ourselves compassion in a profession in which the needs of our students become increasingly demanding. Hence, stress, burnout, physical, mental, and emotional exhaustion have been found to be prevalent among health professionals and contribute to turnover (Cocker & Joss, 2016). Research on self-compassion has found it to be strongly related to fewer negative states- depression, anxiety, stress, shame (Johnson & O'Brien, 2013; Zessin, Dickhauser & Garbade, 2015). Additionally, self-compassion can be an antidote to shame and helps build resilience. It has been found to be strongly associated with well-being, happiness, life satisfaction, and optimism (Neff, Rude & Kirkpatrick, 2007). Self-compassion has also found to facilitate meaning in life, a proponent of psychological well-being, indicating that having a healthy attitude toward oneself promotes meaning in life (Suh and Chong, 2020). Additionally, incorporating creative expression with compassion-focused approaches can be a buffer towards backdraft- intense, difficult emotions that arise which may stem from feelings of worthlessness and shame (Williams, 2018).

Learning Objectives:
1. Discuss the different tenets of mindful self-compassion and creative expression and implications on mental health
2. Identify barriers to self-compassion for our clients and ourselves within a sociocultural context
3. Practice mindfulness skills and creative expression through experiential exercises
4. Learn strategies for service delivery and impact of self-compassion programs for students in the healthcare professions

210 Student Union

From Crisis to Care: *Unpacking and reshaping the dominant narrative about college mental health*

David Walden, Ph.D., Psychologist, Hamilton College ::
Mark Rice, Ph.D., Psychologist, Binghamton University

There is an urgent, almost breathless quality to talking about mental health in higher education these days. Students are "in crisis". Systems are "failing to meet demand". Sometimes even higher education itself is experiencing "an emergency". Those narratives, while reflecting something real and important, portray a continual crisis state that may be obscuring what is actually happening. This presentation will unpack the crisis narrative and explore the various threads that contribute to it. We will also offer a re-framing of that narrative to place the emphasis on an intentional movement to providing care rather than reacting to crisis. Space will be provided for dialogue about what we can do moving forward.

Learning Objectives:
1. List 3 dynamics that are helping to create a crisis narrative in higher education
2. Assess how the dominant narrative is impacting participants' lived experiences of working in higher education mental health services
3. Identify action points to help shift the narrative from "crisis" to "care"

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| 3:00pm-3:30pm | Break |
| 3:30pm-4:45pm | **BREAKOUT SESSION 3 (Choose 1 of 4 options)** |

Improved Access to Clinical Services: *Transition to a Same Day Needs Assessment*

Andrea Greenwood, Ph.D., Licensed Psychologist, University at Buffalo :: **Amanda Tyson-Ryba**, Ph.D., Licensed Psychologist, University at Buffalo

A number of research studies have shown that college counseling centers are managing increasing demand for services, and global media is reminding us daily that emerging adolescents are experiencing more complex mental health needs as they are coming to college in the context of COVID learning losses (academic, social & emotional), extended periods of isolation from peers, increasingly complex trauma and substance risks, and social media culture which amplifies comparison and criticism. One of the challenges created by this increased demand includes increasing delays to access services. This presentation will introduce the audience to a shift in clinical services made at a large university counseling center in response to an evaluation of the impact and challenges to evaluate students' needs in a timely manner, moving

from a pre-scheduled traditional intake model, to a same-day scheduled Needs Assessment (NA) model. We will discuss the new structure and design of this model, discuss the benefits of this model to students, counseling staff, clinical trainees and the larger campus community. Considerations of diversity will be woven throughout the program.

Learning Objectives:

1. Describe a same-day Needs Assessment model and its application at a university counseling center
2. Identify at least 3 benefits to a same-day Needs Assessment model that improve access to services
3. Identify changes made post-pandemic that further increase efficiency of service delivery

145 A/F Student Union

Imposter Syndrome vs. Race Related Stress: *How Can We Help Students Of Color On PWI Campuses?*

Charm Little-Ray, MA, LMHC, Colgate University :: **Monique Lewis**, Ph.D., LPC-S, Colgate University

Students of color enrolled at Predominantly White Institutions (PWIs) tend to feel out of place, or "impostors," which serves as a significant risk factor for poor psychological adjustment. While the rigors of higher education present challenges to all students, racially minoritized students regularly encounter subtle and explicit forms of racism, which also adversely impacts their mental health. So, is impostor syndrome a true depiction of what racially minoritized students experience on PWI campuses? Or are they appropriately responding to their campus climate? How do we address this as mental health clinicians? Our aim is to explore these questions and highlight the ways in which we can address them in our roles on campus.

Learning Objectives:

1. Define impostor syndrome and race related stress
2. Identify what precipitates race-related stress experienced by students of color at PWIs
3. Describe strategies college counseling professionals can use when treating students of color who are experiencing race-related stress/trauma, both in the counseling setting and as an institution

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Out of Office: *Impact of Adventure Based Counseling on Therapist Well-Being*

Aaron Klein, MS, LMHC, CASAC Master Counselor, Syracuse U. :: **Cara Capparelli**, MS, MHC-LP, NCC, Syracuse U.

The Adventure Based Counseling (ABC) Series at Syracuse University was designed to build leadership and relationship skills, self-esteem, communication, trust, respect, and responsibility. The ABC Series is facilitated by multiple teams within the Barnes Center at The Arch, the centralized health and wellness hub on campus. In ABC Series, students and staff venture out of the traditional office setting, engage in a hybrid of indoor and outdoor adventure-based activities, while engaging with peers on cognitive, affective, and behavioral levels. Combining outdoor adventure and therapeutic processing provides a more holistic way of working with students who may not be inclined to seek out traditional talk therapy (Tucker, Norton, Itin, Hobson, & Alvarez, 2016).

Learning Objectives:

1. Discuss adventure-based counseling as a multidisciplinary therapeutic group experience
2. Highlight relevant dynamics as a therapist facilitator in a multidisciplinary space
3. Identify strategies for addressing ethical and accessibility concerns across professional disciplines
4. Explore the impact of adventure-based counseling on staff wellbeing, burnout, and professional identity development

145 C/D Student Union

On Becoming an Authentic Leader

Jaime Castillo, Ph.D., LMHC, SUNY Geneseo

Leadership is a relationship, and everyone has a story and experience that has shaped how we connect, respect, and empower those around us. Leadership is an identifiable set of skills and abilities that are available to anyone, though it requires reflection, accountability, and authenticity. This program will ask participants to challenge themselves and embrace their emerging leadership skills through authenticity. Authentic leadership requires self-awareness, perspective-taking, moral integrity, transparency, and open, as well as genuine, communication; therefore, an authentic leader is aware of systemic and individual biases, and is able to walk toward conflict brewed from inequities with compassion and vulnerability. Our role as clinicians in higher education often requires us to advocate and be assertive in spaces on behalf of our staff and students. Strengthening our identities as authentic leaders can provide further depth to

our advocacy efforts, as well as create compassionate, caring teams. This program is experiential as it will ask participants to work in small groups.

Learning Objectives:
1. Participants will be able to define authenticity in leadership
2. Participants will practice methods of exploring leadership crucibles
3. Participants will be able to identify methods of demonstrating authentic leadership
4. Participants will be able to describe how to build trust and authenticity in teams

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5:30pm - 8:00pm   Reception & Live Music, Dinner (Center for Tomorrow)

Dr. Sungmin Shin, UB professor of guitar, will be entertaining us with a guitar and violin duet during the reception.

More info:
https://www.sungguitar.com

Friday, June 3

7:30am – 8:45am	Breakfast (Pistachio's, Student Union)
7:45am – 8:45am	Directors' Breakfast Meeting (Pick up food in Pistachio's, and take to Rm. 222)

8:00am – 11:30am
Zen Room (235) Open

9:00am – 10:15am   **BREAKOUT SESSION 4 (Choose 1 of 4 Sessions)**

Letting Go and Breaking Through: *Aligning parallel movements in college counseling and health promotion*	**David Walden**, Ph.D., Hamilton College :: **Katelyn Cowen**, MPH, CHES, Hamilton College

Health promotion and college counseling are moving beyond traditional definitions of their fields and evolving toward more systems-level ways of thinking. The field of health promotion is undergoing a movement toward becoming health promoting campuses utilizing tools like Collective Impact Theory and the Okanagan Charter. Simultaneously, the field of college counseling is responding to the broadening of mental health needs and exploring alignment models that would more effectively and realistically meet those needs. This presentation will provide an overview of these movements, identify the connection points between them, and explore building a vision for these movements together.

Learning Objectives:
1. Identify the parallel movements that are driving college counseling and health promotion
2. List at least two parallels between these movements
3. Discuss implications for future directions in higher education

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Show Me the Money: *How to Advocate for Counseling Center Resources*	**Sharon L. Mitchell**, Ph.D, Licensed Psychologist, University at Buffalo :: **Del Rey Honeycutt**, MSC, LMHC, Licensed Mental Health Counselor, St. Bonaventure University

For seven surveys in a row, the mental health of students was cited as the top concern regardless of institution type by university and college presidents who are members of the American Council on Education (Cecil & Melidona, 2022). Research using national samples has shown that post-pandemic college students are reporting higher levels of emotional distress than before (American College Health Association, 2023; Center for Collegiate Mental Health, 2023; Lipson et al., 2022). BIPOC, international, and LGBT students have been disproportionately negatively impacted due to experiences of microaggressions, overt racism, and discrimination (Lewis et al., 2021; Liao et al., 2023; Wilson & Liss, 2022). While counseling centers are uniquely qualified to support the well-being of students, they cannot do so without adequate

resources (Hotaling, 2023). This presentation will center on identifying resource needs and learning data-driven strategies for soliciting necessary resources (Drezner, 2018)

Learning Objectives:
1. Identify 3 national trends with regard to college student mental health needs
2. Define and discuss the role of advocacy in counseling center leadership
3. Learn strategies for identifying local and national data that can be used in advocacy efforts
4. Name 3 potential funding sources; both internal and external to campus
5. Practice developing data-driven talking points to enhance the impact of advocacy

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Cultivating Community Care through a Relational Perspective: *Workplace Love Languages*	**Stephanie Chong**, Ph.D., University at Buffalo :: **Amani Johnson**, Ph.D., University at Buffalo

The quote from Helen Keller, "Alone we can do so little; together we can do so much," speaks to the importance of teamwork, communication, and cultivating a collaborative work environment. Burnout and turnover have been prevalent in counseling centers over the past 2 decades, due to a multitude of factors including: increase in demand, isolation, loss, and financial challenges (Wilkinson, Infantolino, & Wacha-Montes, 2017). In fact, Gorman et al., 2022 as cited in (Gorman, Walden, Braun, &, Hotaling, 2023), acknowledged that the turnover rate was reported to be 61.3% in counseling centers. As such, identifying strategies to increase job satisfaction is imperative (Jodoin & Ayers, 2017).

Learning Objectives:
1. Discuss the cultural impact on communication styles
2. Identify your workplace love language and how you relate to others
3. Identify tenets in the Sound Relationship Workplace framework to create a shared culture in your work environment

145 A/F Student Union

Assessing The Impact Of Screen Time On College Students	**Shannon E. Hoffman**, LMSW, Staff Clinician, Skidmore College

This program focuses on the assessment of and clinical intervention in the impact of screen time on college students. Screen use habits, addiction, and challenges students face when using their phones and computers for social connection, avoidance of stressors, and distraction. This session will consider cultural diversity including differences among neurodivergent students, as well as generational difference between students and even younger therapists who use and have experienced technology differently than the current college cohort.

Learning Objectives:
1. Describe 3 reasons screen time should be included in assessment and treatment of college students.
2. Develop strengths-based and trauma-informed treatment plans to address students' relationships with screens and computers
3. Utilize interventions with students who want to lower their screen time usage but are struggling to do so, as well as students who do not see their screen time usage as relevant to their treatment

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10:15am - 10:45am   Break
Zen Room Open (235 Student Union)

10:45am – 12:00pm   BREAKOUT SESSION 5 (Choose 1 of 4 options)

Managing High-Risk Symptoms on Campus: *Using Scope of Care and Relationships across Campus to Navigate Troubling Territory*	**Charm Little-Ray**, LMHC, Associate Director of Haven, Colgate University :: **Monique Lewis**, Ph.D., LPC-S, Assistant Director of Counseling & Psychological Services, Colgate University :: **Dawn LaFrance**, Psy.D., Assistant Vice President of Counseling and Psychological Services, Colgate University

The rise of mental health concerns for college students is well-documented. These trends, coupled with more accessible college campuses and supportive Americans with Disabilities Act regulations, make it inevitable that campus counseling centers will be working with students suffering from high-risk symptoms. Dilemmas arise when the counseling center's

scope of care does not meet the needs and expectations of students, parents, and others in the campus community. Financial difficulties, unsupportive home-lives, and stigma associated with more intensive treatment options add to the trouble supporting students with mental health needs. Panelists will lead a discussion about the challenges we are facing, scope of care, working with other campus partners, and referral considerations to help support students. Audience members are welcome to join the conversation and share their challenges and successes in the management of high-risk cases.

Learning Objectives:

1. Define your counseling center's scope of care
2. Consider how increased demands and high-risk behaviors have affected staff members on your team
3. Identify partners across campus and what they may need to appropriately assist students with high risks
4. Articulate next steps you can take to prepare for the increasing cases of high-risk symptoms

210 Student Union

Fatphobia and Therapy
Neha M. Tamhane, M.A. University at Buffalo

Fatphobia affects many different domains of an individual's life (Stoll, 2019). It is a system that affects not only an mental health, but physical health as well. Fatphobia is seen in the medical field, in a person's workplace, in their personal lives, as well as in therapy spaces. However, as therapists we have the ability to be our clients' allies and advocates. The purpose of this presentation is to help therapist start building a size inclusive framework into their therapy process. In this presentation, we shed light on the ways fatphobia disempowers people in different ways. We learn about the do's and don'ts of working with people in larger bodies. And learn about the Weight- Inclusive approach (Calogero et al., 2019).

Learning Objectives:

1. Describe how fatphobia affects clients
2. Explain the Weight- Inclusive Approach
3. Identify the Do's and Don'ts of working with clients who have experienced fatphobia

145 C/D Student Union

TIG (Trauma, Illness & Grief): *Broadening the Bench to Meet the Wellness Needs of a Campus Community*
London E. Wright, LMSW, Le Moyne College :: **Heather Frederick**, MS, LMHC, North East College of Health Sciences :: **Darlene Schmitt**, MSEd, LMHC, SUNY-Brockport

TIG (Trauma, Illness and Grief) provides centralized and evidence-based/best practice-oriented training to increase staff's ability to meet the holistic needs of their students and to enhance a district's ability to respond to crises.

TIG's Core Curriculum prepares the backbone of regional, self-sustaining Crisis Response Networks. These networks provide seamless support and evidence-based interventions in times of greatest vulnerability TIG's expertise and over two decades of experience is being leveraged to extend the curriculum to best meet the unique needs of higher education environments.

A pilot cohort of TIG (TIG Higher Education) has been occurring since the spring of 2022 and has been met with positive feedback that includes the planning of future cohort training, and expansion to other institutions of higher education. After a full year of the pilot in action, we will also share the campus wide impact this has had for the schools involved in the cohort.

Learning Objectives:

1. Discuss and analyze the benefits of TIG in Higher Education institutions
2. Describe a best practice model for building, sustaining and responding to significant events with the support of student/staff/faculty wellness as a priority
3. Identify the connection of TIG and a trauma informed community
4. Demonstrate next steps for creating a collaborative TIG process in their region

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A Treatment Model? Really?! *Establishing and maintaining a treatment focused clinical services model that retains access*

David Walden, Ph.D., Licensed Psychologist, Hamilton College

It's a deep irony that counseling center clinical service models have been driven more by demand than by what we know about how therapy works from decades of psychotherapy outcome literature and clinical practice. At the same time, institutions are balancing the need for ethical and meaningful care with the obligation to provide continuing access to increasing requests for services. The choices we make around clinical service models impact the help our clients receive and the levels of burnout clinicians experience. This presentation will outline what it has taken to establish and maintain a treatment focused clinical services model that also maintains quick access. We will review the mechanics of the system, the challenges and benefits of implementing and maintaining the model, and the road ahead for mental health in higher education.

Learning Objectives:
1. Identify the dynamics that have shaped college mental health and led to choices around access vs. treatment
2. List at least 2 strategies that could be implemented to support a treatment focused model
3. Discuss the forces that are shaping the future of college mental health services

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12:00pm - 1:00pm   Box Lunches Goodbye & Farewells until next year!