

CCNY 2025

RECHARTING OUR COURSE 2.0

OSWEGO STATE UNIVERSITY

JUNE 11-13, 2025



COLLEGE COUNSELORS OF NEW YORK

CONFERENCE 2025

SCHEDULE AT-A-GLANCE

DAY 1

Wednesday, June 11, 2025

Schedule: 8:30-9:15 Registration and Breakfast, Shineman Nucleus
9:15-9:30 Welcome and Notes, 122 Shineman
9:30- 12:00 Pre-conference with Gary Glass, Ph.D.
12:00-1:00 Lunch, Shineman Nucleus
1:00- 4:00 Pre-conference
4:00 Dinner on your own
4:00-5:00 Counseling Center Open, Dr. Mary Walker Bldg
5:30 Director's Meeting, Steamer's -Clarion Hotel
6:30-? Sunset Bonfire at Breitbeck Park (directions at registration table) Walk, converse, enjoy!

DAY 2

Thursday, June 12, 2025

Schedule: 8:00-8:45 Registration and Breakfast, Shineman Nucleus
9:15-9:30 Welcome and Notes, 122 Shineman
9:30-11:00 * Session 1
11:15-12:45 Keynote, Chris Gethard, Laughing Together. * Session 2
12:45-1:45 Lunch, Shineman Nucleus
1:45-3:15 * Session 3
3:30-5:00 * Session 4
5:00-8:00 Optional drumming and lawn games, MCC
Food Court/outside Lawn
6:00-7:30 Dinner and cash bar

DAY 3

Friday, June 13, 2025

Schedule: 8:00-9:00 Breakfast, Shineman Nucleus
9:15-10:45 * Session 5
11:00-12:30 * Session 6
12:30 Lunch box to go or for next session
12:30-2:00 * Affinity Session 7, facilitated by CS staff from OSU, we will have a luncheon session if you choose to stay for this.
Affinity Position: Outreach Coordinator, Case Manager, Embedded Counselors, Clinical Directors, Training Coordinators, Counselor Staff

Safe Travels, See you next year!

CONFERENCE 2025

PARKING AND LOGISTICS, PLEASE READ

Parking

Conference parking is in the lot adjacent to Shineman Center on Washington/Centennial Drives Lot C-8 for Commuter and Employees. There is an interactive and printable map on the conference web pages. 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 Oswego's wi-fi network".

Continuing Education and one tap registration....important notes here

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 1.50 hours and the Pre-Conference 5.5 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 the evaluations that will be sent to you, upon which you will receive your certificates of attendance. We will be utilizing QR codes for both check-in and check-out, but if you need help with this process or do not have a smartphone, please see one of the session monitors or the registration desk throughout the conference.

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.

One Tap/Session Registration

Please note that each session will require you to use One Tap to sign in and out of the session. Each session will have several copies of a QR code made available in the assigned room. QR codes are session-specific. You will have to enter the name you registered with as this is the name for CE's.

1. QR code
2. Find Name
3. Hit checked In, Same thing for Check out

Program Bank

If you wish to submit your session PowerPoint and/or Handouts, send to www.oswego.edu
These will be submitted to the CCNY archives.

CONFERENCE 2025 * PRE-CONFERENCE

DAY 1

Wednesday, June 11, 2025

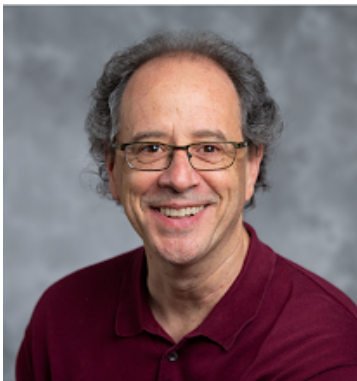
Re-Centering The College Counseling Center, CCNY 2025 Pre-Conference
122 Shineman Hall, 5.5 CEU's

This workshop will provide counseling center professionals with information and activities toward re-centering the work and the college counseling center's impact against the current national landscape of college mental health. *The goal of this workshop* is to equip counseling center professionals better to reclaim the narrative of "college mental health" and to position the college counseling center to lead a necessary paradigm shift in how our work is understood, toward an impactful but more sustainable role of the college counseling center. We will review sample frameworks to guide your efforts, as well as various tools to help translate the clinical expertise of the counseling center, defining the center as not simply a department that provides services, but one that provides necessary expertise. Integrating purposeful clinical services and strategic outreach and consultation, this workshop offers concepts and tools to move us from the uncentered and less grounded position we navigate in the current national landscape as we understand and address the mental health of students, faculty, staff, and families navigating the university or college experience.

Learning Objectives:

- Participants will be able to summarize how current college counseling center challenges emerged from the history and evolution of college mental health over the past century.
- Participants will be able to articulate 3 critical functions/roles of the college counseling center to the college or university setting.
- Participants will be able to list specific themes or issues on their campus where mental health and other endeavors specific to college settings often intersect.
- Participants will be able to generate at least 2 activities on their campus where counseling center collaboration supports the priorities of their institution's mission (the broad academic mission).
- Participants will be able to identify Key Communities or Constituents that can play a role in advancing a counseling center's narrative of campus mental health

DR. GARY D. GLASS



Dr. Gary D. Glass

Gary D. Glass, PhD, is a *Counseling Psychologist* who has been working with college students and serving various campus communities for over 25 years, serving institutions of different sizes and settings. Committed to an interdisciplinary perspective, his professional identity extends beyond "clinician" to include Educator, and he incorporates skills and wisdom from various disciplines. He has spent his entire career on college campuses, serving students and the broader campus community of faculty, staff, and students' family members. While he values the individual clinical work he provides, perhaps Gary's greatest passion is translating the impact of individual counseling into community-level interventions that emphasize creating empathetic and supportive campus environments.

Gary is an active member of the Association of University and College Counseling Center Outreach (AUCCCD), having served on the Board of Directors. He was a founding member of the Association of University and College Counseling Center Outreach (AUCCCO), in addition to maintaining membership in the American College Counseling Association, and he frequently presented at the conferences for all of these organizations, in addition to others.

 9:30-11:00, Shineman Room 183**Neither Here Nor There: Culturally Responsive Care for APIDA and International Students Navigating Displacement and Belonging** *Presented by Shinong Ji, Cornell University*

This program centers the mental health needs of APIDA (Asian Pacific Islander Desi American) and international college students—two often-overlooked yet significantly overlapping populations within U.S. higher education. Despite prevailing stereotypes of academic success and emotional resilience, these students frequently navigate complex, intersectional pressures stemming from racialization, xenophobia, language barriers, familial expectations, legal precarity, and acculturative stress. Many straddle transnational and intergenerational terrains of immigration trauma, negotiating identity dissonance and a complex sense of belonging that is often misunderstood or pathologized within dominant clinical frameworks.

Drawing from clinical case examples, community-engaged practice, and emerging research, this workshop aims to explore how providers can implement trauma-informed, culturally responsive care rooted in intersectional theory.

Particular attention will be given to dismantling dominant diagnostic assumptions, attuning to culturally bound expressions of distress, and cultivating a therapeutic presence that honors dislocation, hybridity, and resilience. Integrative strategies—drawn from somatic, narrative, and existential traditions—will be explored to support identity development and emotional regulation among APIDA and international students.

Ethical considerations, including identity-informed assessment, cultural humility, and systemic advocacy, are interwoven throughout the session. Participants will leave with practical tools to deepen their engagement with culturally diverse student populations and foster inclusive, equity-driven campus mental health ecosystems.

 9:30-11:00, Shineman Room 170**EHR Downtime Preparedness in College Mental Health Centers** *presented by Trevor Jones, LCSW, MS, Rochester Institute of Technology*

Electronic Health Record (EHR) system downtime preparedness is a critical consideration for healthcare systems. With an increasing prevalence of downtime events, both planned and unplanned, healthcare systems must have processes in place to help mitigate organizational risk. Systems are under persistent threat from outside sources such as cyberattacks, as well as internal failures. When EHR downtime occurs, the effects can range from minimal workflow disruptions to catastrophic impacts on patient safety and the financial security of an organization. Informed ethical care necessitates demonstrating your center is prepared for when systems go down.

To ensure that a healthcare system exhibits resilience in lieu of these events, organizations must look at EHR downtime events from a perspective of “not if, but when” they happen. Preparedness is not a static state, it must also evolve as knowledge is gained from past downtime events.

This presentation will guide Counseling Center Directors and Staff in identifying gaps your center may have, developing strategies for mitigating risk, and promoting a culture of readiness for EHR downtime events.

 **9:30-11:00, Shineman Room 185**

Capitalism and Mental Health *Presented by Jacob Hedges, LMHC, Courtney Gazda, MS, SUNY Oswego*

This presentation explores the ever growing influence of the market in all aspects of life within modern day society and provides an analysis of its impact on the mental health of US citizens. Attendees will critically examine the impact of a hyper-individualistic and profit driven society on their sense of self, connection with others, and sense of overall well-being. This presentation analyzes the mechanisms of the capitalist system, its contribution to widespread mental health concerns, and possible avenues for clinical intervention and policies. Furthermore, attendees will leave with a deeper understanding of practical tools for personal and community-based radical resistance.

 **9:30-11:00, Shineman Room 194**

Building A Safe Haven: Benefits of a Community Approach to Wellbeing *Presented by*

Charm Little-Ray, Director of Haven, Nicole Blidy, Assistant Director of Haven, Emma Herwig '25 Haven Ambassador, Maya Guha '28 Haven Ambassador, Colgate University

Creating a culture of care on college campuses requires more than top-down policies; it calls for a community-driven approach rooted in connection, empowerment, and collaboration. Building A Safe Haven examines the benefits of integrating students into campus wellness and prevention efforts, focusing on the power of peer support and student-led programming to create lasting cultural change.

This session highlights the work of Haven Ambassadors, students trained to provide peer support and serve as embedded resources on topics related to interpersonal violence and holistic wellbeing. Attendees will learn about Haven's evolution, the intentional inclusion of student leaders, and the current practices that position students as co-creators of outreach, education, and support.

Participants will explore how peer-to-peer relationships increase community trust, reduce stigma, and improve help-seeking behaviors. The presentation will share strategies that have successfully empowered students to take ownership of wellness initiatives and demonstrate how shared leadership enhances the relevance and impact of prevention programming.

We'll close with a practical discussion and call to action: how can campuses better integrate students into the work of care? Attendees will leave with actionable ideas to build a more connected, responsive, and student-centered approach to wellbeing and prevention

 **9:30-11:00, Shineman Room 175**

Essential: The Roles & Impacts of the University Counseling Center --- An AUCCCD Position Paper

Presented by Lynn Braun, LMHC, NCC, SUNY Oswego, David Walden, Ph.D.

College counseling centers continue to face challenges ranging from increasing demand for services, mergers with other departments, outsourcing, staff hiring and retention difficulties, and increasing involvement of vendors offering or promising easily accessible clinical services. This constellation of challenges requires a clarifying, empowering, and aspirational articulation of how and why the college counseling center remains essential. This presentation will provide an overview of a new AUCCCD position paper on the essential roles of Counseling Centers in the collegiate ecosystem. We will review the challenges facing institutions around the provision of mental health services and focus on the essential functions counseling centers perform around clinical services, outreach & consultation, and education & training. We will also focus on the higher purpose of Counseling Centers and counseling center staff, especially related to their roles as educators in the lives of students who are learning about how to engage with the world around them. This program summarizes the recent AUCCCD Position Paper and will invite discussion with the participants toward offering language for counseling center professionals to take back to their campuses.

 **9:30-11:00, Shineman Room 172**

Rolling for Insight: Using TTRPGs to Level Up Therapy in College Counseling

Presented by Jeremiah Knowles, LCSW, TGM, Rochester Institute of Technology

Exploring the use of Tabletop Role-Playing Games (TTRPGs) as a dynamic and engaging therapeutic tool, this workshop provides clinicians with insights into their application within college counseling centers. TTRPGs offer a unique medium for fostering self-awareness, enhancing interpersonal skills, and addressing therapeutic goals. This session will demonstrate how these games can be used to implement evidence-based modalities such as Dialectical Behavior Therapy (DBT), Acceptance and Commitment Therapy (ACT), Narrative Therapy, Psychodynamic approaches, and Solution-Focused interventions. Through this interactive workshop, participants will gain practical strategies for integrating TTRPGs into their clinical programming and supporting their teams in exploring innovative therapeutic practices.

 **9:30-11:00, Shineman Room 174**

Taking in the Good: Cultivating Joy, Play, and Gratitude

Presented by Stephanie S. Chong, Ph.D., University at Buffalo, Peggy Tull, Ph.D., University at Buffalo

"Where attention goes, neural firing flows, and neural connection grows" (Siegel, 2018, p. 19), this speaks of the neuroplasticity of the brain and attention. With the current sociocultural context, and challenges experienced by many, especially related to diverse identities, it is even more important to cultivate joy, and compassionate connection as a sustaining tool. Siegel (2018) noted the power of laughter, how it fosters presence, alleviates suffering, and openness. Gilbert (2024) discussed different emotional systems in CFT (Compassion-focused therapy) and highlighted how safeness creates different brain states and produces long-term change. Findings from a meta-analysis (Petrocchi, et, al., 2024) suggest CFT is effective in reducing several manifestations of mental suffering and improving compassion for self and others in clinical and nonclinical samples. Research has also found that environments that support joy, mindfulness, and reflective practices enhance the emotional well-being of health professionals (Sicora, 2025). Prioritizing happiness had been linked to various well-being outcomes and individuals high in prioritizing positivity have greater resources (Catalino, Algoe, & Fredrickson, 2014). Attendees will be invited to participate in experiential exercises to increase awareness on what joy brings into their lives, and explore practices that build mindfulness, play, and intentions to take in the good.

KEYNOTE 2025 * SESSION 2

Laughing Together: The Connection between Improv and Counseling

Chris Gethard

with Christi Somers and David Walden

11:15-12:45, 132 Marano Campus Center Auditorium

Improv is performed in theaters all over the world, but before it was aimed at performance, it was developed as social work. Laughing Together takes all the joy, fun, and developments of modern improv and brings it back to the goals it had in the 1930s when it was developed by Sociologist Neva Boyd as a communication tool for inner city youth in Chicago. We'll show you a number of games that both kids and adults have fun playing. What they might not realize is that each fun game has multiple goals inside it—goals that would be familiar to any counselor: increased comfort with public speaking, emotional resilience, the reduction of anxiety surrounding the making of decisions, picking up on non-verbal communication, and more.

Learning objectives

- Participants will identify the similarities between improv and counseling
- Participants will list at least 3 potential strategies they could use in a counseling session
- Participant will be able to apply improv skills to their work in therapy and outreach



Chris Gethard is an American comedian, actor, and writer known for his raw, honest, and often vulnerable comedic style. He gained recognition through his work on *The Chris Gethard Show*, a cult-favorite public access and later cable talk show blending absurd comedy with heartfelt audience interaction.

Gethard is also known for his one-man off-Broadway show *Career Suicide*, which explores his struggles with mental health, and was later adapted into an HBO special. He has appeared in TV shows like *Broad City* and films like *Don't Think Twice*. Beyond performing, he hosts the podcast *Beautiful/Anonymous*, where he takes anonymous calls from listeners, often discussing mental health, addiction, grief, and other personal challenges with empathy and wit. Through his work, Gethard has become a respected voice in mental health advocacy, using comedy as a tool to reduce stigma and promote open, honest dialogue.

Lunch is located in Shineman Hall Atrium

Session 3 convening at 1:45

DAY 2 SESSIONS 3

Thursday, June 12, 2025

1:45-3:15, Shineman Room 170

Let's Laugh Together More! An Experiential Dive into Improv *Presented by Chris Gethard, Christi Somers & David Walden*

Continuing the dialogue from our keynote, join Chris in a series of fun (and easy entry!) exercises that illustrate the power of improv & explore the links between improv and clinical interventions. Chris will create and support a space for exploring the lessons in the keynote in an experiential manner. Specific applications to counseling work will be invited to be identified by participants.

1:45-3:15, Shineman Room 172

Surviving the Year of Hate: Counseling Jewish Students at the Time of Rising Antisemitism

Presented by Oren M. Shefet, Ph.D., Stonybrook University

Jewish students constitute a distinct minority group in higher education, but are frequently overlooked in discussions regarding diversity, equity and inclusion. Aggressions and microaggressions against Jewish students, which have been constantly on the rise over the past decade, increased radically since the break of the Israeli-Gaza war in October 2023. In this presentation we will survey the unique identity and experience of the Jewish-American higher education students, survey the events of the past year, and ask how we can better serve this population.

1:45-3:15, Shineman Room 175

No More Spoons, Only Knives Left: Exhausted, Enraged, and Empathetic Disabled Students Making a Difference *Presented by Kyle Dzintars, LMHC, Kaitlyn Soucy, SUNY Oswego*

The session focuses on tackling ableism on college campuses by creating space for disabled students. Disabled people want community and connection, and this is especially critical for college settings. Kyle Dzintars, an LMHC at SUNY Oswego, was diagnosed with a disability later in life. He was able to develop self-acceptance because of the disabled community he found. However, he witnesses a similar struggle for acceptance and a growing frustration in disabled students who come to college with their own experiences of neglect, trauma, and ableism that shaped their understanding of relationships with others. What community they have experienced, was often from teachers and administration who are not disabled and struggle to understand. After talking with students, Dzintars launched the Disability Pride Support Group in Spring 2024. This group would continue and grow into the student-led organization, The Disability Association. Kaitlyn Soucy, an alumni and one of the founding members of The Disability Association, was a vital and influential leader within the group. Together, we will discuss the formation, the facilitation, and the outcomes of the Disability Pride Support Group, and what led to expansion and shift to the Disability Association. This is what happens when we actually listen to students.

 **1:45-3:15, Shineman Room 183**

Mental Health Beyond Campus: Equipping Students for Resilient Study Abroad Experiences

Presented by Christy Reed, Charm Little-Ray, Colgate University

As more college students engage in study abroad and off-campus programs, college mental health counselors play a vital role in preparing them for the emotional and psychological challenges of these experiences. This session will explore the evolving landscape of student mental health in global contexts, including access to care, cultural adjustment, and emerging issues abroad. Attendees will explore practical strategies for supporting students, while maintaining ethical practices and clear professional boundaries. Through collaborative discussion, counselors will share insights, tools, and best practices to enhance collective efforts in promoting mental wellness among students preparing for international and off-campus experiences. The session will also highlight the importance of cultural considerations and collaborative care, sharing best practices, and engaging in culturally responsive, ethical approaches to support.

 **1:45-3:15, Shineman Room 174**

Two Approaches to Examining the Relationship Between Counseling Center Utilization and Student Success

Presented by Sharon Mitchell, Ph.D, University at Buffalo, Lynn Baun, LMHC, NCC, SUNY Oswego

College counseling centers exist to promote the emotional well-being of students. Another key goal is to contribute to students' academic success. Prior research has established that students who struggle with their mental health are more likely to have academic difficulties and to leave school before graduating. Protecting confidential client information has often been the primary impediment to examining how students' utilization of counseling services impacts whether they persist in college. This presentation will illustrate two approaches to conducting retention studies using counseling center data while also safeguarding confidentiality. The in-house approach will focus on how counseling center staff, particularly at small schools, can conduct a retention study. The collaborative approach will look at how data can be anonymized, so that campus partners may be more closely involved in research using counseling center data.

 **1:45-3:15, Shineman Room 132**

Reconsolidation of Traumatic Memories (RTM) in College Counseling

Presented by Emma Papagni-Dufresne, PsyD, LMHC, SUNY Oneonta, Allsun Ozyesil, LMHC, NCC, SUNY Oneonta, Mona El-Shahat, LMHC, NCC, CCTP, SUNY Old Westbury, Kristina V. Moquin, MS, NCC, LMHC, CCTP, SUNY Plattsburgh

The program explores the implementation of the Reconsolidation of Traumatic Memories (RTM) protocol as an ethical and time-efficient intervention for addressing trauma in college counseling. Attendees will receive a concise overview of the RTM protocol and its application within college counseling centers. A panel of clinicians representing various levels of clinical practice will share their experiences implementing RTM with students, including case examples. The presentation will also address key ethical, clinical, and administrative considerations for integrating RTM into college counseling.

3:30-5:00, Shineman Room 170

Gender Affirming Care, All you need to know

Presented by Angela Brown, DNP, FNP-BC, SUNY Oswego, Davia Moss, FNP-BC

This presentation will review evidence based guidelines for prescribers and mental health clinicians and will tell the story of why we started gender affirming care. Participants will learn about letter writing, charting and tips and tricks to managing this type of care in our ever-changing political climate. This will be an interactive session.

3:30-5:00, Shineman Room 132

Level Up! An Experiential ADHD Skills Group for College Students

Presented by Jacquie Compagnoni, LCSW, University at Buffalo

This interactive workshop introduces a 10-week ADHD skills group designed for college students. Blending experiential learning, gamification, and executive function coaching, this group goes beyond traditional psychoeducation to actively engage students in building tools for time management, emotional regulation, organization, and more. Attendees will explore the group's weekly structure, sample activities, and strategies for implementation across diverse campus settings. This training will also highlight how neurodiversity intersects with cultural, racial, gender, and socioeconomic identities.

3:30-5:00, Shineman Room 175

Trump 2.0: The Impact of Public Policy on College Students' Mental Health

*Presented by Sharon Mitchell, University at Buffalo, Brigid Cahill, University of Rochester
Karen Carusone, University at Albany and Darlene Schmitt, SUNY Brockport*

Research has shown that recent U.S. Presidential elections have negatively affected the physical and emotional health of college students and Americans in general (APA, 2024; Ballard et al, 2024; Hagan et al, 2018). In addition, studies have found that BIPOC students, women, and sexual minority students reported higher levels of sociopolitical stress. Beyond the elections themselves, anticipated or actual policy changes have also been reason for growing concern. For example, the dismantling of the Department of Education includes explicit stipulations that federal education funds must not support diversity, equity and inclusion (DEI) initiatives or "gender ideology." Other orders target international students who have been involved in protests and direct a comprehensive review of all visa categories related to academic exchange. Ever since the Trump Administration began to issue Executive Orders in late January 2025, higher education has been trying to keep up with their impact on lives of college students and professionals working on college campuses. Protection of the vulnerable is explicitly embedded into the code of ethics of mental health professions (ACA, 2014; APA 2017; NASW, 2021) . Thus, this presentation centers on how we can continue to do this important and necessary work in a political climate that makes it increasingly difficult to provide culturally informed care.



3:30-5:00, Shineman Room 174

Strategies for Creating Integrative and Collaborative Case Management/CARE Team Services Across Campus *Presented by Lynn Braun, LMHC NCC, Shirley Retz, LMHC-D, SUNY Oswego*

Many campuses are integrating case managers into different parts of campus and there are many different models for how case management services work on campus. This presentation will talk about different models of case management on campus, as well as highlight the collaborative approach that has been taken between SUNY Oswego's Counseling Services and the other case management partners across campus. We'll also discuss various CARE and BIT team approaches and structures, as well as ways to keep and report data from these services. Ethical considerations will also be discussed.



3:30-5:00, Shineman Room 176

Turning Termination Into Closure: Tasks and Activities for Ending Short-Term Therapy

Presented by Emma Orlando, LMHC, Beth Cholette, PhD, RYT, SUNY Geneseo

This program is an informative exploration of the termination phase of treatment in short-term therapy. This workshop is focused on supporting therapists in strengthening their understanding of various components of termination, including termination planning, facilitating closure of the therapeutic process, client and counselor responses to endings, and the meanings of goodbye.

This program includes consideration of cultural diversity in the context of exploring various client and counselor responses to termination and the meanings of goodbye.



3:30-5:00, Meet in the Shineman Atrium for location

The Benefits of a Therapeutic Drumming Group

Presented by Ellen Gooch, LCSW, SUNY Oswego

The word rhythm in Greek means to flow. Drumming is a path of healing that guides us into experiencing the flow of our minds and emotions so we may grow to experience more about our soul. – *Synced Rhythm, Masoud-Tanzania*-.

Research shows that being involved in a drumming circle reduces tension, anxiety, and stress, releases negative feelings and emotional traumas while it establishes the feeling of connections to others in the drum circle and the participant has fun. In this workshop we will learn about the history of drumming, what the therapeutic benefits are, and to experience a drum circle.

 **9:15-10:45, Shineman room 170****Beyond Accommodation: Supporting the Mental Health and Success of Neurodiverse College Students***Presented by Jacquie Compagnoni, LCSW, University at Buffalo*

This presentation will discuss practical insights and strategies to effectively support neurodiverse college students, with a specific focus on individuals with ADHD and/or Autism. Participants will explore the unique challenges these students face within academic and social environments and how it impacts their mental wellness. This includes insights related to sensory sensitivities, executive function difficulties, and masking. Attendees will learn how to tailor their approaches to meet the needs of neurodiverse individuals and foster a more inclusive, validating, and supportive environment. The presentation will highlight how neurodiversity intersects with cultural, racial, gender, and socioeconomic identities.

 **9:15-10:45, Shineman room 175****Sharing an Electronic Health Record: Don't Forget the Process when Choosing the Product***Presented by Dawn LaFrance, Psy.D. Colgate University**Niki Keating, Ph.D., Senior Associate Director, Counseling & Psychological Services, Colgate University**Ellen Larson, M.D., FAAFP- Director, Student Health Services, Colgate University**Rachel Evans, Rachel Evans, MS, MCHES, Director of Wellness Promotion, Colgate University*

Many university counseling centers have learned the benefits of holistic care and integrating efforts with other departments, including student health services and health promotions departments, in order to best support students. There has been substantial discussion regarding the integration of health and wellness services and departments on college campuses (e.g., ACHA, 2024; Brown et al., 2023). One of the many decision points important to integration is the decision to utilize a shared electronic health records system (EHR; Orion Health, 2024). This panel presentation aims to outline one university's journey in making the decision to pursue a combined EHR for four health and wellness-related offices. Panelists representing various university staff roles will outline steps taken to design a plan for leadership integration, project management, vendor shopping, decision-making, ethical considerations, and implementation. We hope to share our EHR journey to support other higher education institutions that are seeking to better align health and wellness department and may be considering a shared EHR.

 **9:15-10:45, Shineman room 172****Navigating the In-Between: Challenges That Arise Among Adult Cross-Cultural Kids in College***Presented by Gabrielle Consing, LMHC, Clarkson University*

What is it like for college students to manage their well-being when they come from one culture and exist in another culture at the same time? Many students straddling between vastly different cultures must navigate and develop their understanding of their own identity and belonging, all within the college space. A Cross-Cultural Kid (CCK) is defined as an individual who has significant cultural belonging in more than one culture. This presentation explores the unique challenges that adult CCKs face while simultaneously navigating the stressors of U.S higher education. It will also explore various approaches that counselors can put into practice to help support adult CCKs in navigating their complex worlds.

9:15-10:45, Shineman Room 183

Creating a Body Positive College Campus: Counseling Strategies for Change

Presented by Cheryl Donnelly, LMSW, Stony Brook University

College counselors are uniquely positioned to address the pervasive impact of body image concerns and weight stigma on student mental health and campus culture. This workshop equips participants with the knowledge, tools, and real-world strategies to foster body acceptance and inclusivity. Participants will explore the counseling center's role in shaping a body-positive campus, engage with interactive activities, and review the implementation of a student-facing body image workshop currently offered at Stony Brook University. Emphasis will be placed on practical applications, outreach, and culturally responsive approaches.

9:15-10:45, Shineman Room 174

Creating a Data Management Plan for Your Center *Presented by Lynn Braun, LMHC, NCC, SUNY Oswego*

Deciding what data you need to collect to best tell the story of your Center can be a challenge for many college counseling center administrators. Identifying the most important stories to tell from your Center and what data to collect and analyze to best tell that story is critical to ensuring that campus constituents understand our impact on students and the campus community. This presentation will aid in identifying goals, and strategies for your data, as well as how to analyze and present it in the most effective ways.

9:15-10:45, Shineman Room 132

Empowering College Students Through Group Work: An Evidence-Based Framework

Presented by Stavroula Sassos, LMSW, Stony Brook University

College students face a plethora of decisions to make. Due to the nature of this time of individuation, it is imperative that clinicians work to empower college students to build the life that most fulfills them. Empowerment is especially relevant to students of marginalized backgrounds, as this population needs to overcome unique and oftentimes challenging obstacles. This presentation will provide a framework for a group intervention that will utilize several evidence based practices to foster a sense of empowerment for group members. This presentation will include an overview of the need for empowerment in marginalized college student populations and the specific challenges that these populations face. An empowerment group of this nature would be an effective, accessible intervention that can be utilized by clinicians when working with the college student population.

DAY 3 SESSIONS 6

11:00-12:30, Shineman Room 174

Bias, Marginalization, and Trauma: Their Impact on Academic Success and Ways to Help Your Campus Reduce Their Impact *Presented by Lynn Braun, LMHC, NCC, SUNY Oswego*

As mental health professionals, we all recognize the significant impact that having experienced bias, marginalization, stereotype threat, and traumatic events can have on a student's academic success. This presentation will examine some of these impacts and identify strategies that counseling centers can utilize to help their campus better understand these impacts and work to help neutralize some of them.

11:00-12:30 Shineman Room 183

In the Huddle; Experiences and Ethical Considerations of Mental Health Screenings with Athletes

Presented by Christy Reed, MS, Colgate University

In 2024, the NCAA announced an update to their Mental Health Best Practices; this included directives for athletics departments to conduct mental health screenings with the support of a licensed mental health professional (NCAA, 2024). This session will explore the ethical considerations for screening student athletes and utilization of the data in collaboration with athletics departments. The first part of this presentation will discuss the updated 2024 NCAA Mental Health Best Practices and how a small private institution piloted the use of the CCAPS-Screen with athletics during the 24-25 academic year. Then there will be an exploration of the ethical considerations for the screening process, collaborating with athletics departments, and informed decision-making using the data collected. The session will end with a facilitated group discussion to share individual experiences and explore how we can provide recommendations to athletics based on the data collected.

11:00-12:30, Shineman Room 196

Experiential Learning and Ethnocultural Empathy Toward Ukraine

Presented by Christina M Bobesky, PhD, LeMoyne College

The purpose of this program is to examine ethnocultural empathy. Empathy is a skill that can be taught and involves the ability to share the perspective and emotions of others in both cognitive and affective ways (Khatod, 2024). Understanding one's own identity involves social comparison, where ingroup characteristics are often considered more positive than the outgroup. Immigrants are often considered an outgroup and are perceived as a symbolic threat to norms and cultural expectations of the host country (Khatod, 2024). While contact with outgroups can decrease negative perceptions (Newman, Moreland, Serrano and Yalch, 2023), many have limited access to diversity. Engaging in multicultural programming can increase ethnocultural empathy, though the most effective programs incorporate a variety of teaching strategies including lecture, discussion, simulations, and reflection. Russia's invasion of Ukraine in 2022 resulted in a full-scale war and brought 400,000 Ukrainian refugees to Canada and the United States (Operational Data Portal, 2025). Central New York, including Syracuse, Utica, and Rome, is home to about 10,000 Ukrainians (Syracuse.com). Ukrainians around the world are experiencing the collective trauma of the war. This program would include lecture regarding Ukrainian culture and current events, assessment of cultural artifacts, and interactive discussion to examine ethnocultural empathy.

11:00-12:30, Shineman Room 175

Vicarious Trauma on College Campuses: An Under-addressed and Growing Issue in a World Experiencing Various Forms of Increased Violence

Presented by Kyle Dzintars, LMHC, Courtney Gazda, MS, SUNY Oswego

In the midst of ongoing global crises and an increasingly volatile political climate, we must acknowledge the impact of these events within the counseling room and across campus. This session focuses on the major impact vicarious trauma has on college students, who are not equipped to carry the weight of systemic violence, oppression, and global suffering alone. Students often don't understand the symptoms that might indicate vicarious trauma, especially regarding classroom discussions, social media consumption of violence, and listening to their peers' lived experiences. This presentation posits that students, especially those who serve in helping roles on campus, should have training about vicarious traumas. Resident Assistants, Health and Counseling Peer Educators, Title IX workers, and student organizations that support underrepresented and more commonly traumatized student populations, can benefit from the psychoeducation about vicarious trauma.



11:00-12:30, Shineman Room 132

Green Space for Mental Health: Ecotherapy for College Students

Cory Brosch, LMHC, NCC, SUNY Oswego

College Counseling Centers have experienced increasing demand for services. Centers are expected to not only help to improve mental health but also contribute to academic success, connection to campus, and retention. While college mental health professionals have explored a multitude of ways to meet increasing needs, including hiring more staff, outreach, psychoeducation, group counseling, and a variety of service models, using college green space and nature-based interventions has been underutilized. Ecotherapy and exposure to nature have been studied and shown to not only improve anxiety and depressive symptoms but also improve concentration, memory, sleep patterns, and overall mood. Connecting students to nature on campus can also foster a sense of belonging to the campus community.

In my presentation, I will discuss the three main tenets of ecopsychology to understand alternative ways for counseling centers to support students, as well as how climate change, natural disasters, and the destruction of the environment impact our students. I will also examine the importance of attending to emotional and mental health struggles related to what is happening to nature and our earth. The presentation will include an experiential component to the modality of ecotherapy and interventions easily applied to the college setting.



11:00-12:30, Shineman Room 170

Wired For Play: Why Play Needs a More Serious Look in Adults

Presented by Kate Shinko, PhD, Binghamton University & William Chase, Keystone College

This presentation explores the science and art behind play and why it is critical, yet overlooked, in adults. This work will draw on literature where we will examine play as not a specific type of behavior but a mindset. With that framing in mind, we'll look at components of what play is- and what it is not!. We'll look at myths/barriers to the incorporation of play into our daily lives as adults, and how it can be used to foster connection/attunement, ground ourselves (and our clients!), and promote growth.

In clinical practice, we are already using elements of a play through exposure work, collaboration, and relationship building. Understanding those underlying elements of play can help us integrate it more intentionally. We will discuss cultural considerations for the integration of play into our work. For organizations, developing a play mindset can help reduce burnout, spark problem-solving, and foster community. We'll explore how therapists' playful embodiment makes interventions more effective. Participants will engage in a fun, reflective activity to explore their play styles and walk away with practical strategies to infuse more play into their clinical or workplace settings.

DAY 3 SESSIONS 7

LUNCH TIME! Please grab your lunchbox. Hang out and eat here, or Grab and Go

All others, grab your lunchbox and proceed to your affinity spaces for your last session.

Counseling Centers **affinity of focused work discussion**

Different areas within counseling centers have unique functions and challenges when working to impact our students and campus communities positively. This session allows attendees to associate with the group most connected to the work focus at their center, to discuss challenges, successes, best practices, and support each other in their work. Groups will include clinical directors, training directors, outreach coordinators, group coordinators, case managers, directors, staff clinicians, and embedded counselors.

Learning Objectives:

- Identify the most significant challenges facing each affinity group.
- Compare ways in which different counseling centers and their subgroups approach service delivery.
- Compile strategies and ideas that can be used to enhance our services.

132 Shineman	Training Coordinators	Cory Brosch
170 Shineman	Case Management/Service Coordination	Shirley Retz & Lauren Rosenstein
172 Shineman	Outreach Coordinators	Kyle Dzintars
174 Shineman	Directors	Lynn Braun
176 Shineman	Clinical Directors /Associate Directors	Jane LeBlanc
183 Shineman	Group Coordinators	Jacob Hedges
196 Shineman	Embedded Counselors	
	Courtney Gazda (Res. Life/Housing), Tianna Crockett (Athletics), Catherine Wells (Res. Life/Housing)	
194 Shineman	Staff Clinicians	Ellen Gooch

Thank you from the Oswego State University Counseling Services!