



2026 CCNY Preliminary Program

June 3rd Pre-conference, St. Lawrence University, Eben Holden

8:00 – 8:45 AM

Registration & Continental Breakfast provided by St. Lawrence University

8:45 – 9:00 AM

Welcome

9:00– 12:00 PM

Session 1

- **Maintaining Appropriate Boundaries and Ethical Obligations as Mental Health Practitioners by Dr. Thomas Murphy, LMHC-D, NCC, ACS**

This course will provide guidance to identify ethical dilemmas and make informed decisions that protect mental health practitioners from ethical and legal violations and protect clients from harm. The course utilizes case studies, reviews core ethical and moral principles, and reviews applicable laws. Three Ethical Decision-Making models are introduced for clinicians, supervisors, and agencies/practices that encounter ethical dilemmas.

1. Describe the ethical and legal responsibility of mental health practitioners to maintain appropriate professional boundaries with their clients.
2. Recognize and describe dual relationships.
3. Implement systems and practices that will avoid the development of dual relationships whenever it is avoidable.
4. Implement systems and practices to minimize harm to clients and the practitioner whenever dual relationships are not avoidable.

12:00 PM – 1:30 PM

Lunch 🍽️: Lunch provided by St. Lawrence University. We've scheduled an extended lunch to give you time to check in with work, take a walk around campus, or simply recharge—so you can stay focused for the rest of the conference.

1:30 PM – 4:00 PM

Session 2

- **Navigating Loss: Supporting Grieving College Students by Mary Jones, BSW, CT & Coreen Bohl, LCSW**

College students regularly experience loss while navigating critical academic, social, and identity transitions. Grief may stem from the death of loved ones, family disruption, trauma, or other significant life changes, and can profoundly affect students' mental health, academic engagement, and persistence. This presentation provides college counselors with an overview of key principles of the grief process and how grief commonly presents in emerging adults. Grieving styles, cultural and family dynamics as well as indicators of complicated and disenfranchised grief will be explored. Participants will cultivate practical intervention strategies (navigation tools) through group discussion. Additional on-line resources that promote healing and resilience will be available.

1. Describe the fundamental principles and stages of the grief process.
2. Identify developmental and cultural factors that influence grief responses among college students.
3. Differentiate between typical grief reactions and those that may require additional intervention or referral.
4. Demonstrate the use of practical coping strategies to support individuals experiencing grief.

4:30PM-5:30 PM

- **Relax and Renew**

Sound Bath in historic Herring-Cole Hall, St. Lawrence University – pre-registration required

Walk the trails of St. Lawrence

Explore downtown Canton

6:00 PM

- Dinner on your own, see flyer on dining options
- SUNY Directors Meeting, Jakes on the Water

June 4th, Clarkson University

8:00 AM– 9:00 AM

Registration and Breakfast provided by Clarkson University

9:00 AM – 9:15 AM

Welcome

9:30-11:00 AM

Breakout Session #1

- **Monogamy? In this economy?: Counseling college students in polyamorous and ethically non-monogamous relationships by Ollie Sandrey, MHC-LP**

This presentation approaches alternative relationship structures, such as ethical non-monogamy (ENM) and polyamory, as a cultural minority group that faces unique social, structural, and mental health challenges. As the ethical standards for practice move away from pathologizing non-monogamous behaviors, it is essential for mental health professionals to challenge bias and be equipped to help their patients navigate these challenges. In this training, attendees explore how the polyamorous community understands itself, including relationship structure models and terminology. Further, this presentation will discuss the challenges frequently facing individuals practicing ENM, as well as how ENM intersects with other cultural identities. This training will highlight counseling strategies and interventions for the ENM/polyamorous college student, and attendees are encouraged to explore how their current interventions can be adapted for this unique population.

1. Attendees will be able to describe ethical non-monogamy (ENM) as an identity and a relationship structure
2. Attendees will be able to identify at least three unique challenges to college students and emerging adults navigating polyamorous or ENM relationships.
3. Attendees will be able to identify at least two therapeutic interventions for working with polyamorous and ENM students and apply these strategies to clinical practice.

- **Shared Wisdom, Shared Strength: A Collaborative Approach to Counselor Well-Being by Danielle Reu, LMHC, ESMHL and Dorothea VanValkenburgh, LMHC-D**

The counseling profession is experiencing unprecedented workforce shortages, with recent data indicating that nearly one-third of providers have left the field due to burnout, high service demand, administrative financial strain, and increasingly difficult working conditions. These challenges are especially acute in rural regions, where limited access to mental health professionals places additional pressure on remaining clinicians and exacerbates service gaps for low-income and underserved populations. This workshop aims to strengthen counselor retention by exploring the factors that support professional

longevity and sustainable practice. Through interactive breakout groups pairing experienced clinicians with those newer to the field, participants will examine personal values, workplace stressors, and strategies that promote resilience and well-being. Emphasis will be placed on boundary setting, self-advocacy, and creating supportive organizational cultures that reduce burnout rather than placing additional demands on providers elevating the lived expertise of long-standing clinicians and fostering collaborative dialogue, this session offers practical, values-aligned approaches that empower counselors at all career stages while equipping leaders with non-fiscal strategies to retain and sustain their workforce.

1. Identify and apply strategies for effective collaboration within counseling teams that integrate both experienced professionals and newcomers, emphasizing the role of values exploration in fostering mutual understanding.
 2. Demonstrate the use of self-advocacy and boundary setting as essential skills for maintaining professional well-being and contributing to a respectful, balanced team dynamic.
 3. Evaluate organizational and environmental factors that contribute to counselor burnout and retention, and generate practical, values-aligned strategies that support the development of inclusive, sustainable workplace cultures.
- **Strategies for Being an Essential Part of Collaborative Case Management/CARE Team Services Across Campus by Lynn Braun, MA, PCC-S, LMHC and Shirley Retz, LMHC-D**

Counseling Services should be an essential part of BIT/CARE Teams and case management on our campuses. This presentation will identify how to determine the ways that you want your center to be seen as essential to these integrated campus processes, identifying the ethical considerations that must be taken into consideration, and helping participants develop strategies to have their desired impact. We will also highlight how to identify impactful data to collect and report to show the impact of our contributions to this work.

1. Attendees will be able to identify the impact they want to have in their campus case management process.
2. Attendees will be able to explain the ethical considerations in doing collaborative case management on campus.
3. Attendees will be able to identify different ways of collecting and reporting data on case management services.

11:15 AM – 12:30 PM

Breakout Session #2

- **Understanding the Contemporary Cultural Construction and Integration of Masculinity Ideologies/Attitudes in Emerging Adult Men by Stephen Bryson, BA**

This is a presentation reviewing a dissertation that examines how emerging adult men (ages 18–25) construct, interpret, and integrate masculinity ideologies within the contemporary sociocultural context, with particular attention to the influence of social media and digital environments. Grounded in a social constructivist framework and informed by constructs such as hegemonic masculinity and precarious manhood, I aim to address a critical gap in the literature regarding the process of masculinity ideology formation.

1. Identify the ways contemporary masculinity ideology is manifesting in college-aged populations
 2. Recognize clinical implications for help-seeking and engagement attitudes in counseling
 3. Identify ways to reach this intersection of emerging adult men through outreach programming
- **Help, Not Hype: Using AI Tools in College Counseling Centers by Trevor Jones, LCSW, MS**

As college counseling centers grapple with rising demand and constrained resources, artificial intelligence (AI) presents promising opportunities to enhance services without compromising quality of care or human connection. This presentation delves into how AI tools can be thoughtfully integrated into the operations of college counseling centers to support both students and staff. Participants will discover how AI can streamline routine administrative tasks, analyze campus-wide mental health trends using anonymized data, and gain insight into staff and student needs. The presenter will highlight and demonstrate real-world applications that can benefit therapists and administrators alike, freeing up time for more meaningful clinical work. The session will also tackle key ethical considerations, including data privacy, transparency, and the necessity of maintaining human oversight. Attendees will gain a clear understanding of how to responsibly evaluate and implement AI tools, along with practical steps for piloting these technologies in their own centers.

1. Identify 3 specific AI tools that can benefit college counseling practice and program evaluation.
 2. Describe ethical considerations and identify data privacy standards for utilizing AI tools.
 3. Demonstrate a practical application for using AI to analyze counseling center data.
- **EMDR in Brief Treatment Settings by Amani Mathis, MSW, LCSW**

This program introduces participants to the use of EMDR in brief therapy models. Participants will review the research base supporting EMDR's effectiveness across diverse populations. Program includes a focus on how to adapt protocols for college students, with emphasis on cultural and ethical considerations for use.

1. Describe key aspects of AIP theory and EMDR model
 2. Identify key considerations for implementing EMDR within brief therapy settings
 3. Identify cultural considerations for using EMDR with college students
- **Activating Counseling Expertise to Navigate Institutional Change by Niki Keating, Ph.D. and Dawn LaFrance, Psy.D.**

Higher education is navigating a perfect storm of departmental integration, shifting wellness models, and intensifying political and financial scrutiny. For counseling center staff, these systemic pressures often feel at odds with the daily mission of student care. However, the skills inherent in our clinical training, such as motivational interviewing, group dynamics, and systemic power analysis, are the competencies required for effective change management. This session moves beyond "surviving" institutional shifts to leading them. By bridging clinical expertise with robust organizational frameworks, including Appreciative Inquiry (Cooperrider et al., 2008) and the models of Bolman & Deal (2021) and Lippitt-Knoster (2000), attendees will learn to navigate complexity and continue to think strategically throughout the process. Participants will consider ways to transform their unique clinical insights into powerful tools for institutional leadership.

1. **Translate Clinical Skills to Organizational Leadership:** Identify how counseling techniques (e.g., active listening, identifying resistance, and systemic thinking) can be utilized to manage staff transitions, EHR adoption, service delivery changes, and integration.
2. **Execute a Multi-Stakeholder Power Map:** Apply the Bolman & Deal "Political Frame" to identify and engage non-traditional stakeholders (e.g., IT, division leadership) in the integration process.
3. **Design Empathy-Driven Change Protocols:** Use the Lippitt-Knoster framework to distinguish between "defiant resistance" and "anxiety-based stalling", allowing for leadership interventions that prioritize psychological safety.

12:30 PM– 2:00 PM

Lunch: Provided by Clarkson University. We've scheduled an extended lunch to give you time to check in with work, take a walk around campus, or simply recharge—so you can stay focused for the rest of the conference.

1:15 PM-1:45 PM Meditation by Ami Aiken

We're always told to "put on our own oxygen mask first," but in the middle of a busy day, it's often the first thing we forget. This restorative 30-minute guided meditation session is a quiet space for you to finally take that breath. We'll begin with a 5-minute mindfulness practice to help you shift out of "autopilot" and settle into the present. From there, we'll transition into a 10-15 minute self-compassion meditation designed to quiet the inner critic and replenish your emotional reserves. You'll leave with firsthand experience of two "pocket-sized" tools you can use immediately—both as a personal reset for burnout prevention and as a practical way to help your clients build the internal resilience they need to trade harsh self-criticism for self-kindness.

Ami Aiken, LMHC, serves as a Senior Counselor at the SUNY Cortland Counseling & Wellness Center, where she specializes in helping students navigate the high-pressure intersection of academic life, personal growth, and mental health. Certified in Mindfulness Meditation with advanced training in DBT and MBCT, Ami focuses on making mindfulness and self-compassion practical, everyday tools for resilience and purposeful living. When she's not working, you'll likely find her crocheting, training outdoors for upcoming triathlons, listening to music, traveling, or hanging with her two favorite co-regulators, her cats: Misty and Teto. Ami can be reached at ami.aiken@cortland.edu

2:00 PM – 3:30 PM

Breakout Session #3

- **A Multicultural Discussion About Disability for University and College Counseling Centers by Barry Brady, Psy.D.**

This program will offer a discussion about disability as it relates to multiculturalism. Points addressed will include possible training gaps for mental health providers regarding disability as it relates to multiculturalism, information about disability and how terms and ideas have changed over the years, and opportunities to continue to develop additional understanding about disability as culture, how it can be included in our clinical work, and how we can be better advocates for inclusion in our various roles.

1. Discuss training experiences related to multiculturalism and specifically disability as it relates to multiculturalism
2. Identify at least 3 terms and or concepts related to disability as it relates to multiculturalism
3. Identify ways to incorporate this information into our clinical practices and or advocacy in our roles

- **Pornography Addiction? By Rachel Jordan, PhD, LMHC-D and Steven Parshall**

With the rise of the internet as the primary source of pornographic material, there have been rapid changes in availability and consumption patterns. The mental health field is currently trying to understand how the digital environment has fundamentally changed pornography use including unlimited, free, high-definition content algorithm-driven novelty and escalation, early age of first exposure (often pre-pubescent), and increased use via smartphones and private devices. The difference between compulsive sexual behavior, problematic pornography use, and potential pornography addiction will be explored. Additionally, how culture impacts these terms will be investigated and ethical considerations for treatment will be reviewed.

1. Attendees will be able to describe how the explosion of online pornography has resulted in increases in compulsive sexual behavior and problematic pornography use and demonstrate an understanding of the diagnostic debates related to classifying these issues.

2. Participants will be able to discuss what developmental factors and comorbid conditions may impact problematic pornography use.
 3. Participants will apply culturally relevant treatment interventions that may assist clients in addressing these issues.
- **NatureRx & Let's Meditate: A creative collaboration to support student mental health & well-being and build community by Travis Winter, MSW, LCSW-R, RYT250 and Sonja Skelly, Ph.D.**

In a world defined by rapid pace, digital saturation, and rising stress, students and adults face increasing levels of burnout, isolation, and cognitive overload. Research shows that reconnecting with both nature and mindful awareness can significantly improve mental, emotional, and physical health. At Cornell University, professionals at Cornell Health and Cornell Botanic Gardens collaborated to offer an integrated approach that combines the Nature Rx framework—treating time in nature as a “prescription” for well-being—with “Let’s Meditate”, a daily guided mindfulness program. Participants in this workshop will learn about the evidence-based benefits of spending 10–20 minutes outdoors and practicing meditation exercises. Benefits include, but are not limited to, reduced stress, improved focus, enhanced mood, and better sleep. Facilitators will also discuss the collaborative process to engage key audiences and build community. The session will feature a guided nature-based experience along with discussion of mindfulness practices, and personalized planning to support sustainable well-being habits in students and adults.

1. Identify the evidence-based benefits of time in nature and mindfulness practices to improve well-being.
2. Describe the development of the current program and ways it can be integrated and/or modified for inclusion in their own work.
3. Experience, through practice, a guided exercise in mindfulness in nature and discuss ways the practice could be included in their work.
4. Assess how collaborative partnerships can achieve related goals across organizations.

3:30 PM-3:45 PM – grab a snack and refreshment as you move to the next session

3:45 PM – 5:15 PM

Breakout Session #4

- **Let's Talk About Retention: Ways Counseling Services Can Prove Their Impact on Student Success by Lynn Braun, MA, PCC-S, LMHC**

While 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 discuss ways of using counseling center data to do retention studies, while also safe-guarding confidentiality, and identifying helpful narratives to communicate to the campus community.

1. Participants will describe two methods of conducting retention studies using counseling center data
2. Participants will identify ethical implications of examining center retention and ways to mitigate them.
3. Participants will explain how retention data can be used to advocate for mental health resources on their campuses.

- **Rooted but Replanted: Understanding Mental Health Needs of College Students Who Are Immigrants or Children of Immigrants by Aram Gomez, LMHC and Yasmeen Zaidi, LMHC**

College students who are immigrants or children of immigrants often present with concerns shaped by immigration related trauma, acculturative stress, and intergenerational family dynamics. These experiences can influence emotional expression, identity development, somatic symptoms, and engagement in counseling services. This practitioner focused presentation applies a culturally responsive, trauma informed clinical lens to support counseling center clinicians in recognizing common forms of self and parental immigration related trauma. Our approach is grounded in a commitment to cultural humility and the ethical protection of student experiences. We will move beyond surface-level demographics to address how overlapping identities can shape a student's mental landscape. Emphasis is placed on ethical considerations, barriers to care, clinician assumptions, and strength based clinical conceptualization grounded in resilience and culturally meaningful frameworks to highlight student agency rather than framing experiences through the lens of deficit or "brokenness."

1. Identify different types of self/parental immigration trauma among college students.
2. Describe and explore self/parental immigration related trauma effects on the mental/physical health and day-to-day functioning of college students.
3. Discuss means to overcome barriers to mental health care for college students who have experienced self/parental immigration related trauma.
4. Plan at least one specific workable action to increase self/parental immigration related trauma informed capacity in their counseling environment.

- **Rainbow Fields: Navigating Sexuality and Identity Amongst Queer Athletes by Courtney Gazda, MS, LMHC, NCC and Tianna Crockett, MA, LP-MHC**

College counselors play a critical role in supporting queer student athletes as they navigate the complex intersections of identity, performance, and belonging within athletic environments. This presentation explores the unique challenges faced by LGBTQ+ athletes, including the pressures of maintaining team cohesion while managing personal identity disclosure, the emotional and psychological impact of the coming out process,

and the persistence of homophobia and heteronormativity in sports culture. Participants will gain insight into how power dynamics, locker room culture, and institutional policies can further marginalize students. The presentation will also provide practical strategies for fostering inclusive team environments, supporting athletes through trauma-informed care, and addressing instances of bias or discrimination.

1. Demonstrate how sexual orientation, gender identity, and other intersecting identities shape the experiences of queer athletes within collegiate sports environments.
2. Identify concerns that may impact student athletes' mental health as well as team dynamics.
3. Discuss inclusive, trauma-informed approaches to support queer athletes, including facilitating safe identity exploration, navigating disclosure decisions, and advocating for affirming team and institutional practices.

- **LOCUS on Campus: Adapting a Level-of-Care Tool to University Counseling Centers by Sarah Godoy, Ph.D.**

Level-of-care tools such as LOCUS were developed within community mental health systems and require thoughtful translation when applied in university counseling centers, which operate within short-term treatment models, institutional constraints, and finite clinical resources. This presentation explores the process of adapting LOCUS for a campus setting, emphasizing its use as a flexible decision-support framework rather than a prescriptive or gatekeeping mechanism. The session examines where LOCUS aligns with university counseling practice, where it requires reinterpretation, and how clinical judgment remains central when making decisions related to intake disposition, urgency assessment, and referral planning. Particular attention is given to ethical and cultural considerations, including how systemic inequities, cultural context, disability, socioeconomic stressors, and identity-based experiences may shape clinical presentation and access to care. Participants will be invited to consider how structured tools can promote clarity, fairness, and transparency in decision-making while avoiding pathologization and honoring student autonomy.

1. Describe key assumptions of the LOCUS framework and identify challenges in applying them within a university counseling center context.
2. Evaluate how structured level-of-care tools can support ethical, culturally responsive decision-making while preserving clinical judgment and student autonomy.
3. Apply principles for adapting LOCUS domains to campus-based intake, urgency assessment, and referral decisions in high-demand settings.

6:00 PM – 8:00 PM

Dinner, Provided by SUNY Potsdam 

June 5th, SUNY Potsdam

8:00 – 9:00 AM

Breakfast (provided by SUNY Potsdam) and Directors Meeting

9:15 – 10:45 AM

Breakout Session #5

- **Examining College Counseling Services Workplace Structure by Courtney Gazda, MS, LMHC, NCC and Kyle Dzintars, MS, LMHC**

College counselors are increasingly required to navigate complex workplace environments shaped by rising mental health needs, systemic inequities, and evolving job expectations. This presentation examines the institutional structure of college counseling centers and reflects on how these dynamics can replicate broader systems of oppression. Participants will explore common sources of workplace conflict, including value misalignment, labor distribution, and DEI-related concerns. This session will also address strategies for protecting oneself as a worker and advocating for systemic change while maintaining commitment to student care.

1. Analyze how trauma, burnout, and other mental health concerns manifest in counseling work environments, and how intersectionality influences these experiences.
2. Discuss how to implement practical skills for addressing team conflict, systemic inequities, and DEI-related tensions while maintaining ethical and professional boundaries.
3. Identify and advocate for trauma-informed, justice-oriented institutional practices and policies.

- **Concussion - The role of counseling services in on campus management of injuries and optimizing recovery by Claire Richardson, OTD, OTR-L and Kalliopi Nester, MD**

The presentation will relate to gaining an understanding of the complex nature of concussion injuries and the areas of impact that can be experienced by the students, both athletes and non-athletes. Then addressed will be the counseling staff and their role in the recovery of students both in the short term for students in the first month post injury, those undergoing medical treatment for sustained injuries and the long-term limitations that can influence student success during their college journey. The presentation will address cultural differences in degree of injury impact, and expected rates of recovery, and any differences that should be considered across varying student populations.

1. Practitioners will be able to state the currently accepted best practices for concussion injuries including mechanisms of injury, diagnosis and initial medical management of the injury within the first month.

2. Practitioners will be able to identify the emotional/ psychological impacts of a concussion injury that can be experienced in the first month after the injury event.
 3. Practitioners will be able to articulate the common best practices for treatment of sustained concussion limitations lasting for more than 1 month post injury.
 4. Practitioners will demonstrate an understanding of the interplay between return to learn and return to play for the injured student and strategies to support the emotional and psychological impacts of this process.
 5. Be able to identify at least 3 means of supporting the student during the recovery process as related to academic supports and emotional supports.
 6. Demonstrate an understanding of influence of cultural differences on injury potential and outcome potential in both the short- and long-term post injury.
- **Building Connections for Support: Strengthening the Link Between Advocacy and Campus Counseling by Nicole F. Bilty, BA & Charm Little-Ray, LMHC**

This session will highlight how consultations can support not just students, but clinical counseling staff as well by allowing students to have separate spaces to process systemic supportive measures they need versus therapeutic techniques that can benefit their healing. We will explore how managing supportive measures such as housing accommodations in a consultation setting can better equip students to receiving clinical care when seeing a counselor. This session will also explore how to maintain confidentiality and ethical standards to protect the student's privacy and make sure they are getting the support that they need. Participants will be given a clear understanding of what advocacy is and how it is different from clinical therapy by being witness to seeing what a consultation session can look like with a student as we will review, observe, and evaluate a simulated example. We will end the session by discussing how consultations can be implemented at your school. Attendees will leave with actionable ideas to build out their advocacy skills to better support students and clinical staff.

1. Examine how offloading supportive measures to a trained trauma-informed professional can allow clinical professionals to focus solely on therapeutic techniques when serving students in sessions.
2. Participants will observe and evaluate a simulated advocacy consultation to see how practices in trauma-informed communication and systemic problem-solving can be beneficial in addition to therapy.
3. Design and discuss how to implement non-clinical consultations at your school

11:00 AM – 12:30 PM

Breakout Session #6

- **Normalizing and Promoting Help Seeking Behavior for Overall Wellbeing by Hayley Blum, MSW**

In many Western academic environments, independence is framed as a solo achievement. However, many students come from collectivist cultures where seeking help outside the

family or community is seen as a sign of weakness or a betrayal of privacy. I will recommend framing help-seeking as a way to strengthen the collective (family, peers, community) rather than just an individual fix. For students from marginalized or underrepresented backgrounds, "help-seeking" can be fraught with a history of institutional distrust. They may fear that being vulnerable will lead to being stereotyped or penalized. I will recommend being transparent about privacy laws and student rights and explicitly mentioning the availability of culturally competent care (e.g., "We have counselors who specialize in the LGBTQ+ experience" or "providers who speak Spanish/Mandarin"). I will recommend providing a menu of options: not just listing the counseling center because therapy may not be right for everyone. Include peer support groups, identity-based student organizations, and digital/anonymous resources. I will recommend normalizing the "Ask" by making sure to share testimonials from diverse campus leaders—athletes, student government members, and faculty—to show that help-seeking is a universal tool for high-achievers.

1. Define what help seeking behavior is
2. Identify the barriers or challenges that get in the way
3. Explain the benefits of normalizing help seeking and outline the benefits on wellbeing and creating a healthy
4. Outline strategies to achieve the normalization and promotion of help seeking behaviors
5. Include a checklist on next steps

- **Mental Health Issues Don't End When You Graduate: The Unique Mental Health Concerns of Graduate Students by Coreen Bohl, LCSW and Martha Levine, MD**

This presentation will focus on factors that need to be considered when working with graduate and/or professional students to improve their mental health. This group struggles with unique challenges that clinicians need to recognize in order to provide the necessary care. The presenters will provide an overview of current literature related to this topic, but will also bring their many years of experience working with graduate and professional student clients. Discussion will be facilitated to allow participants to share their experiences and to ensure that everyone leaves with a deeper understanding of the pressures that this population faces and techniques to help them achieve improved work-life balance and mental health. This presentation will advocate/promote ethical practice and the need to offer culturally sensitive services, with particular attention to the needs of international graduate students and the LGBTQIA+ community.

1. Participants will be able to identify potential differences in the resource needs of graduate and undergraduate students.
2. Participants will be able to discuss unique factors that affect the mental health of graduate students.
3. Participants will be able to formulate treatment plans that target the mental health challenges

- **Essential: Identifying ways for Counseling Centers to guide their campuses regarding college mental health and ensure Centers are seen as essential on their campuses by Lynn Braun**

In the most recent position paper from AUCCCD, several areas are discussed as essential to our campus communities. This presentation will expand on the paper and will help attendees think about their own campuses and how to maximize the positive impact of Counseling Services, not only in terms of student mental health but also in restoring the value of higher education. With attention to challenges facing Higher Education, we will also talk about ways that counseling center leadership can position the center to be seen as essential to the mission of their institution, aligning with, informing, and supporting institutional priorities.

1. Participants will be able to identify strategies to maximize the expertise of counseling center staff to support institutional priorities.
2. Participants will be able to summarize key challenges facing higher education related to student mental health and student success/persistence.
3. Participants can list 3 or more essential roles that counseling centers play on college and university campuses beyond direct clinical services.

12:30 – 1:30 PM

Bag Lunch (provided by SUNY Potsdam) to go or stay and socialize

We are pleased to share that breakout sessions and the pre-conference 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 check-in. If you need help with this process or do not have a smartphone, please see one of the organizing members or the registration desk.

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.

