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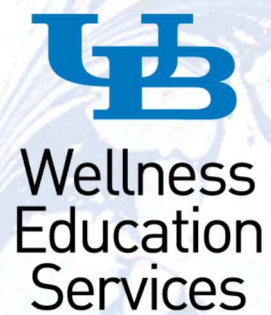
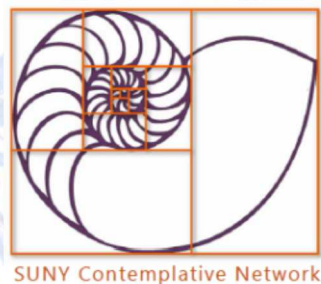


Conversations in the Disciplines Program

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LAUNCHING SUNY INITIATIVES ON
Mindfulness & Health

A multidisciplinary scholarly conference

March 4, 2016 ☞ 9 a.m. to 5 p.m.

Center for the Arts ☞ The University at Buffalo

Welcome!

To the first SUNY-funded conference
to foster research and education on
mindfulness across the disciplines.

The Planning Committee for *Launching SUNY Initiatives on Mindfulness & Health* is delighted to welcome you to the University at Buffalo.

With more than three times as many registrants for today's conference as we originally expected, we are confident that today's gathering will be a powerful vehicle for fostering inter-institutional and university-community collaboration as well as a platform for initiating innovative research and education in health and wellness.

Enjoy the day!

Lisa Npora, Ph.D.
Project Co-Director

On Behalf of the Planning Committee

Schedule

	Drama Theatre	Visual Arts Gallery	Atrium Lobby
8:30-9:00 am			Registration Breakfast Poster Set-up
9:00-9:30 am	Opening Meditation Welcome Opening Address		
9:30-10:45 am	Keynote Address Daniel Barbezat, Ph.D. <i>Contemplative Pedagogy in the 21st Century University: A Research Agenda</i>		
10:45-11:00 am			Break
11:00 am-12:15pm	Panel Session <i>Clinical Education & Training of Health Care Professionals</i>	Panel Session <i>Mindfulness & Campus Services</i>	
12:15-1:30 pm		Quiet Space	Lunch
12:45-1:30 pm			Poster Session
1:30-2:45pm	Keynote Address David Vago, Ph.D. <i>Neuroscientific Assessment of the Impact of Mindfulness on Brain Functioning</i>		
2:45-3:00 pm			Break
3:00-4:15 pm	Panel Session <i>Mindfulness-Based Interventions for Health Promotion and Disease Prevention</i>	Panel Session <i>Mindfulness & Higher Education</i>	
4:15-4:30 pm	Closing Session		
4:30-5:00 pm			Networking/ Refreshments

Morning Keynote

Daniel Barbezat, Ph.D.

Cultivating community, connection, and well-being on college and university campuses is an essential part of the educational process. Yet, in various surveys, students report an increasing sense of isolation, anxiety, and stress. Attending to the well-being of our students and colleagues should be a priority as we examine our roles and design our courses and programs. Right across the disciplines and the many services offered in higher education, we can incorporate contemplative-based exercises that initiate curiosity and investigation while addressing the deep divides experienced by our diverse population. My talk draws from courses in Economics and my work at the Center for Contemplative Mind in Society to illustrate and attempt to suggest ways that these methods can be used throughout the academy.

Afternoon Keynote

David Vago, Ph.D.

Mindfulness is rapidly being integrated into current psychological treatment protocols as a method of systematic training to stabilize attention, improve self-awareness, reduce perseverative forms of emotional reactivity, and increase a prosocial disposition. However, neural mechanisms by which mindfulness functions are currently unclear. This presentation contextualizes mindfulness in the field of contemplative neuroscience, provides examples of theoretical models proposed to capture cognitive and neurobiological changes associated with self-transformation, and discusses current extant neuroscientific evidence supporting core mindfulness-based meditation practices as well as challenges for the future of the field.

Panel Discussions

Clinical Education & Training of Health Care Professionals

11:00 am-12:15 pm, Drama Theatre

Discussant: Elaine Hammond, LMSW, University at Buffalo, State University of New York

Catherine P. Cook-Cottone, Ph.D.

Ronald Epstein, M.D.

Mia Canale

Meghan Kelsey

Changing the practice of health care begins with changing the training of the professionals who provide the care. This panel will focus on how educating practitioners differently can enhance both the quality of care and the resilience and well-being of practitioners themselves. The speakers will also explore new ways that health care and educational institutions can support providers' efforts to be effective and present when their patients and clients need them most. The new Advanced Graduate Certificate in Mindful Counseling – for Wellness and Engagement (AC-MCWE) available at the University at Buffalo will be showcased as an example put into practice.

Mindfulness & Campus Services

11:00 am-12:15 pm, Visual Arts Gallery

Discussant: Danielle Pelfrey Duryea, M.A., J.D., SUNY Buffalo Law School

Sherry Darrow, Ph.D.

Sue Mann Dolce, Ph.D.

Stephanie Phillips, J.D.

University and college campus services bear an increasing responsibility for the health and well-being of students, both as individuals and as public health populations. This panel will explore a broad range of mindfulness-related offerings that bridge the curricular and extracurricular and are tailored specifically to the developmental needs of young adults and emerging professionals. The panel will also explore “cross-pollination” across campus services, such as mindfulness programming that integrates the insights of a university’s accessibility services.

Mindfulness-Based Interventions for Health Promotion & Disease Prevention

3:00-4:15 pm, Drama Theatre

Discussant: Qihong (George) Wang, M.S., M.D., Johns Hopkins University

Carl Fulwiler, M.D., Ph.D.

Michael Krasner, M.D.

Steven Jay Lynn, Ph.D.

From treating chronic disease, addiction, and mental illness to facilitating healthy behavioral choices, the range of research on mindfulness-based interventions for health and health promotion is rapidly expanding. Some of the newest work seeks to explain not only the “what” – the potential efficacy – of mindfulness-based interventions in various settings, but also the “why” and “how.” This panel brings together three national leaders in the field to discuss the latest developments and the new horizons they open for next-generation research.

Mindfulness & Higher Education

3:00-4:15 pm, Visual Arts Gallery

Discussant: Terry Murray, Ph.D., State University of New York at New Paltz

Dan Huston, M.S.T.

Hedva Lewittes, Ph.D.

Loretta Pyles, Ph.D.

It is evident from the increasing number of books, journal articles, studies, and conferences that educators continue to productively explore the concept of mindfulness and apply it in their classrooms across the disciplines. There is growing evidence that integrating mindful approaches to teaching and learning has provided a powerful “new” set of pedagogical tools for presence, focus, attention, discernment, and heartfelt engagement in the classroom. This panel will highlight the work of three college educators working in a diverse range of disciplines. These educators will describe their efforts to intentionally integrate mindfulness practices in their teaching and the impact of these efforts on student learning and wellbeing.



Poster Session

No.	Poster Title	Authors & Institutional Affiliations
1	Implementing Compassionate Care in an Urban Primary Care Setting	Susan Nierenberg, DNP, FNP-C (snierenb@buffalo.edu) Rose Bell, PhD, BSN, ARNP, AOCNP, MSN School of Nursing, University at Buffalo State University of New York
2	Mindfulness-Based Intervention in College Students	Susan Nierenberg, DNP, FNP-C (snierenb@buffalo.edu) School of Nursing, University at Buffalo State University of New York
3	Mindfulness Based-Stress Reduction as an Intervention for the Professional Registered Nurse	Sarah Stacey MSN, FNP-C (sarah_rebecca_@yahoo.com) Jennifer Klimek-Yingling, APRN, ANP-BC, FNP-BC SUNY Polytechnic Institute
4	Mindful Minutes: A Mindfulness Program for Elementary Students	Mary Carol Dearing LCSW-R (mcdear13@gmail.com) Williamsville Central Schools Williamsville, NY
5	Music Teacher Burnout	Christian Bernhard, PhD (bernhard@fredonia.edu) State University of New York at Fredonia
6	Mindfulness Meditation & More: Innovation in Community College Curriculum	Elaine Corwin, MPH, PhD (corwin@corning-cc.edu) Corning Community College State University of New York

No.	Poster Title	Authors & Institutional Affiliations
7	The Effects of Expressive Writing and Mindfulness on Test Anxiety in College Students	Meagan Voulo, BS (meagvo@gmail.com) Marya Howell-Carter Ph.D. Carolyn Bradley Farmingdale State College State University of New York
8	Teaching Mindfulness (and Mindfully) in the Professions: The Case of Organizational Behavior	Heinz-Dieter Meyer, PhD (hmeyer@albany.edu) Tracy F. H. Chang PhD University at Albany State University of New York
9	The Impact of Mindfulness on an International Campus Community	Maria Kahn, BS (mkahn711@gmail.com) University at Buffalo State University of New York
10	Serenity Walk	Gregory Catalano (Gregory.catalano@fredonia.edu) State University of New York at Fredonia
11	Dispositional Mindfulness and Prospective Memory in College Students	Jessica Paxton, PhD (jpaxt001@plattsburgh.edu) Emily Lemeiux Jacqueline Stimmel State University of New York College at Plattsburgh
12	Structure and Validity of Measures of Decentering and Defusion	Kristin Naragon-Gainey, PhD (kgainey@buffalo.edu) Kenneth G. DeMarree, PhD University at Buffalo State University of New York
13	Mindfulness and Learning: The Resolute Sense of Self	Larry Castellani, PhD (Castella@niagaracc.suny.edu) Niagara County Community College State University of New York

No.	Poster Title	Authors & Institutional Affiliations
14	Finding Center in the Workplace: A Pilot of a Mindfulness-Based Stress Reduction Course in an Upstate Non-Profit Organization	Melissa Affronti PhD, LMSW (maffronti@ccsi.org) Elizabeth Meeker, PsyD Coordinated Care Services, Inc. Rochester, NY
15	Our Internal Climate: A Holistic Approach to Mindfulness	Julie Gedro, Ed.D, MBA, PH (Julie.Gedro@esc.edu) Ginger Knight, MS Amy Ruth Tobol, BA, JD, PhD SUNY Empire State College
16	A Multi-level MM Program at CAPS, Stony Brook University	JoAnn Rosen, Ed.D., NCC, LMHC (dr.joannrosen@gmail.com) Susan Byrne, LMHC, LCSW Gerald Shephard, PhD State University of New York at Stony Brook
17	Unstress II: A New, Mindfulness-Based "Peerapy" Program	Jeffery Snarr, PhD (jsnarr@brockport.edu) State University of New York College at Brockport
18	Examining the Effect of Mindfulness Meditation Training and Practice on Attentional Efficiency, Perceived Stress, and Mindfulness Characteristics of Pre-Licensure Nursing Students	Kathleen Burger, B.S.N., M.S., M.S.N., Ph. (burgerk@sunysuffolk.edu) Suffolk County Community College State University of New York
19	Mindfulness-Based Interventions Offer Self-Care for Occupational Therapy Practitioners	Sherry Russak, BS, OTD (slb1@buffalo.edu) Chatham University Pittsburgh, PA
20	No Time Like the Present for Presence: Exploring the Potential of Mindfulness Practices in Higher Education to Address Social and Ecological Crises	Elizabeth Walsh, PhD (elizabeth.walsh@gmail.com) University at Buffalo State University of New York

No.	Poster Title	Authors & Institutional Affiliations
21	Using Mindful Reading to Examine Personal Prejudice	Nicole "Nia" Bishop, PhD (nia.bishop@yahoo.com) Niagara County Community College State University of New York
22	Does Contemplative Practice Impact Student Orientation Toward Conflict and Empathy?	Adolpho Garcia, PhD (garciaaj@newpaltz.edu) State University of New York at New Paltz
23	Interprofessional Collaborative Behavioral Health Mindfulness-Based Interventions Within A Dental School Oral Facial Pain Clinic	Patricia Nisbet, DNP, PMHNP-BC (panisbet@buffalo.edu) Linda Payne-Hughes, DNP, NPP-BC, ANP, PNP, PMHNP-BC Nancy Campbell-Heider, PhD, RN, FNP, NP-C, CARN-AP, FAANP Yoly Gonzalez-Stucker, DDS, MS Heidi Crow, DMD, MS, University at Buffalo State University of New York
24	Promoting Well-Being Through Meditation at SUNY Oneonta	Glenn Pichardo, BA, MA, MS (glenn.pichardo@oneonta.edu) State University of New York College at Oneonta

Poster Session

Speaker Biographies

Daniel Barbezat, Ph.D.
Professor, Department of Economics
Amherst College
Executive Director, Center for Contemplative Mind in Society

Daniel Barbezat is Professor of Economics at Amherst College where he specializes in economic history. He is also Executive Director of the Center for Contemplative Mind in Society, the national hub for contemplative teaching and learning in higher education. The Center is committed to the positive transformation of the education system by supporting the use of contemplative/introspective practices to create active, engaged learning environments. Dr. Barbezat has lectured on contemplative learning and pedagogy at more than 60 Teaching & Learning Centers nationally. His latest book, *Contemplative Practices in Higher Education: Powerful Methods to Transform Teaching and Learning* (Jossey-Bass), was released last winter.

Joseph Belluck, J.D.
Partner, Belluck & Fox, LLP
Trustee, State University of New York

A graduate of both Binghamton University and SUNY Buffalo Law School, Trustee Belluck is a partner in the Manhattan law firm of Belluck & Fox, LLP, which focuses on asbestos, consumer, environmental and defective product litigation. He previously served as counsel to the New York State Attorney General, representing the State of New York in its litigation against the tobacco industry, and as Director of Attorney Services for Trial Lawyers Care, an organization that provided free legal assistance to victims of the September 11, 2001 terrorist attacks. Trustee Belluck lectures frequently on product liability, tort law and tobacco control policy. He is active in several bar associations and is a member of the New York State judicial ethics body. He became a trustee of the State University of New York system in 2010 and is an advocate for mindfulness practices in higher education.

Mia Canale
Doctor of Audiology Candidate
University at Buffalo, State University of New York

Ms. Canale is a third-year Doctor of Audiology student at UB. She is particularly interested in working with people across the globe who deal with many facets of hearing health care issues. This past November, she was selected to be a part of a humanitarian trip in the Brazilian Amazon to bring hearing aids to underprivileged areas. In Summer 2015, Ms. Canale also spent three weeks in Beijing, China as an Audiology Student Ambassador. Currently, she is organizing a research project on the impacts of Mindfulness-Based Stress Reduction on Tinnitus patients. In her spare time, Mia enjoys practicing yoga, cooking, and spending time with family and friends.

Catherine P. Cook-Cottone, Ph.D.
Associate Professor, Department of Counseling, School, & Educational Psychology
University at Buffalo, State University of New York

Dr. Cook-Cottone is a Licensed Psychologist, Registered Yoga Teacher and Associate Editor of *Eating Disorders: The Journal of Treatment and Prevention*. Her research specializes in embodied self-regulation (i.e., yoga, mindfulness and self-care) and psychosocial disorders (e.g., eating disorders). She has written four books and more than 50 peer-reviewed articles and book chapters. Her most recent book is titled *Mindfulness and Yoga for Self-Regulation: A Primer for Mental Health Professionals* (2015). Presenting nationally and internationally, Dr. Cook-Cottone uses her model of embodied self-regulation to structure discussions on empirical work and practical applications. She teaches courses on mindful therapy, yoga for health and healing, self-care and service, and counseling with children and adolescents. Dr. Cook-Cottone also maintains a private practice specializing in the treatment of: anxiety-based disorders, eating disorders (including other disorders of self-care), and development of emotion regulation skills. She is also the founder of Yogis in Service, a not-for-profit organization that provides yoga to those who would not otherwise have access.

Sherri Darrow, Ph.D.
Clinical Assistant Professor, Department of Epidemiology & Environmental Health
Director, Wellness Education Services, Division of Student Affairs
University at Buffalo, State University of New York

Dr. Darrow is a chronic disease epidemiologist who trained in health promotion at the Office of Cancer Communications, National Cancer Institute. Her 30 years of experience include research, education and administration in health promotion and harm reduction, social marketing, health-information campaigns, program planning and evaluation, health advocacy and coalition building. She has published in the areas of alcohol and other drug use patterns in various populations, risk factors for reproductive diseases, health communications and prevention strategies for population-based health promotion. Currently, she directs the University at Buffalo's health promotion

unit within the Division of University Life Services, Office of Student Affairs, and works closely with the Directors of Counseling, Health and Disability Services to create a campus-wide safety net for students in the areas of alcohol, tobacco and other drugs, sexual violence prevention, access to health for underserved populations, LGBTQ wellness, nutrition, suicide prevention and stress management. In addition, Dr. Darrow is responsible for alcohol use surveillance in order to track attitudes, behaviors and knowledge of UB students for program planning and intervention.

Ronald Epstein, M.D.
Professor of Family Medicine, Psychiatry, & Oncology
University of Rochester Medical Center

Dr. Epstein has devoted his career to promoting physician self-awareness and effective communication in clinical practice. His current research is on improving communication about prognosis and treatment choices in cancer settings. He directs Mindful Practice programs, the Center for Communication and Disparities Research and the Deans Teaching Fellowship program at the University of Rochester School of Medicine and Dentistry where he is Professor of Family Medicine, Psychiatry and Oncology. A graduate of Wesleyan University (1976) and Harvard Medical School (1984), Dr. Epstein is recipient of the Lynn Payer Award from the American Academy on Communication in Healthcare, the Humanism in Medicine Award from the New York Academy of Medicine; a Fulbright scholarship at the Institute for Health Studies in Barcelona and a visiting fellowship at the University of Sydney. He has published more than 250 articles and book chapters.

Carl Fulwiler, M.D., Ph.D.
Associate Professor of Psychiatry & Medicine
Medical Director & Associate Director of Research, Center for Mindfulness
University of Massachusetts Medical School

Dr. Fulwiler's research focuses on mindfulness interventions targeting emotional factors in health behaviors, as well as cultural adaptations of mindfulness for diverse populations. He is Principal Investigator on a NIH grant that uses neuroimaging methods to neural targets and predictors of outcome for Mindfulness-Based Stress Reduction in people seeking to maintain weight loss. He is also part of a collaborative grant funded by the NIH Science of Behavior Change Initiative that seeks to ascertain mechanisms involved in health behavior change with mindfulness interventions. Dr. Fulwiler is also director of the Mindfulness-Based Cognitive Therapy program at the UMass Center for Mindfulness.

Dan Huston, M.S.T.
Professor of English
New Hampshire Technical Institute

Professor Huston teaches in the English Department at NHTI, a community college in New Hampshire. More than fifteen years ago, he developed the Communicating Mindfully (CM) curriculum, which has influenced teaching and curriculum development at schools across the country and inter-

nationally. He is also the author of *Communicating Mindfully: Mindfulness-Based Communication and Emotional Intelligence*, the textbook used in the course, which has been adopted for use in courses taught at higher education institutions such as Heartland Community College, Cape Cod Community College, Syracuse University, Washington University, and RMIT University in Australia. In 2008, Professor Huston was awarded NHTI's Chancellor's Award for Teaching Excellence. He regularly presents at national and regional conferences, as well as at public and private institutions, and provides Communicating Mindfully training to businesses and other organizations.

Meaghan Kelsey
Juris Doctor Candidate
SUNY Buffalo Law School, State University of New York

Ms. Kelsey is a third-year law student at SUNY Buffalo Law School. She is interested in how mindfulness can increase job satisfaction and decrease burnout in lawyers and legal professionals. Currently, Meaghan works at an intellectual property law firm in Buffalo as well as at Daemen College in NCAA Compliance. She finds that practicing yoga and meditation has increased her productivity and ability to tackle complex problems.

Michael Krasner, M.D.
Professor of Clinical Medicine
University of Rochester Medical Center

After graduating from University of California, San Diego School of Medicine, Dr. Krasner (or Mick) completed a residency in combined Internal Medicine and Pediatrics at the University of Rochester Medical Center in Rochester, New York. He has practiced primary care internal medicine for nearly twenty-five years, and for the past 17 years has studied and facilitated mindfulness-based interventions in health care settings. He has engaged more than 1800 participants, medical students, physicians, and other health professionals in mindfulness-based interventions. He has been involved in a variety of research projects including investigations on the effects of mindfulness training on the brain and immune system in the elderly, and on chronic psoriasis, and the effects of mindfulness training on medical student well-being. Dr. Krasner co-developed a Mindful Practice curriculum at the University of Rochester School of Medicine and Dentistry where it has become a required part of 3rd-year medical student training for the past 8 years. He was the project director and principal investigator of *Mindful Communication: Bringing Intention, Attention, and Reflection to Clinical Practice*, a program for primary-care physicians funded by the Physicians Foundation for Health Systems Excellence and sponsored by the New York Chapter of the American College of Physicians, which culminated in a 2009 report in the *Journal of the American Medical Association* on improvements in primary care burnout, well-being, and relational capacity. He has presented and taught nationally and internationally on the topic of mindfulness training of physicians and other health professionals, and he describes his efforts as being focused on improving health professional resilience and well-being for the purpose of improving quality of care and quality of caring.

Hedva Lewittes, Ph.D.
Professor of Education & Psychology
Director of Academic Assessment
SUNY Old Westbury, State University of New York

Dr. Lewittes has conducted research and written about women's development and friendships, and on teaching and assessing critical thinking. In the last ten years, as her meditation practice has deepened, she has worked to introduce a mindfulness perspective into her classes and at the Old Westbury campus. In 2012 she was one of the co-organizers of the first meeting of the SUNY Contemplative Network. Her article, "The Identity Interview Project: Integrating Critical Thinking, Contemplative Inquiry and the Curriculum of Modern Life," was based on units in her course the Psychology of Adulthood and Aging. She has been a member and presented at conferences of the Association for Contemplative Mind in Higher Education where her most recent poster addressed Mindfulness and Social Justice. Her chapter, "Developing Mindfulness, Reflection and Transformative Learning with Diverse College Students," will be published in a forthcoming edited anthology on reflective thinking and creativity.

Steven Jay Lynn, Ph.D.
Distinguished Professor of Psychology
Director, Psychological Clinic
Binghamton University, State University of New York

Dr. Lynn is a licensed psychologist in independent practice and a diplomate in both clinical and forensic psychology. Dr. Lynn has been the recipient of numerous professional awards including the Chancellor's Award of the State University of New York for Scholarship and Creative Activities and awards from the American Psychological Association. He has published more than 340 articles and book chapters, and he has written or edited 24 books, many of which have received awards from professional organizations. He is the editor of the journal *Psychology of Consciousness: Theory, Research, and Practice* and serves on 11 other editorial boards. His research has been funded by the National Institute of Mental Health, and he has consulted as an expert witness on hypnosis and memory on a national and international basis.

Sue Mann Dolce, Ph.D.
Associate Director of Consultation & Research, Accessibility Resources
University at Buffalo, State University of New York

Dr. Mann Dolce's Ph.D. in Rehabilitation Science and clinical background in Occupational Therapy support the Participation Consultation Model she developed and uses in her work with UB students with disabilities. Her research and program evaluation interests include participation, disability studies, collaborative programming, and universal design and programming, including Universal Design Yoga, which was the recipient of a 2014 SUNY award in student programming. She presents annually at the national Association of Higher Ed and Disability (AHEAD) conference, chairing the AHEAD Disability Studies special interest section since 2009, and is a member of the Society of Disability Studies (SDS) and the International Association of Yoga Therapists (IAYT), providing multiple opportunities for her to explore mindfulness, disability, wellness and participation.

Stephanie Phillips, J.D.
Professor
SUNY Buffalo Law School, State University of New York

Professor Stephanie L. Phillips, a 1981 graduate of Harvard Law School, has been a member of the faculty of SUNY Buffalo Law School since 1989. Every fall, she offers two sections of a popular seminar, "Mindfulness and Professional Identity," a lawyering course that incorporates a mindfulness practicum. Nationally, Professor Phillips has been very active in developing the Law and Mindfulness discipline, serving on conference organizing committees and on the task force overseeing the design of empirical research into the impact of mindfulness training on law student performance. Currently, additional areas of scholarly and teaching interest include Conflict of Laws and African American Legal History.

Loretta Pyles, Ph.D.
Associate Professor, School of Social Welfare
University at Albany, State University of New York

Dr. Pyles' research studies have focused on the social production of environmental disasters and disaster response, working primarily in the Gulf Coast and Haiti. She teaches community organizing, international development, and a course called "Yoga Mindfulness and Social Work." She is the co-editor (with Gwendolyn Adam) of *Holistic Engagement: Transformative Social Work Education in the 21st Century* (Oxford University Press, 2016). For more than 20 years, she has been involved in social movement work related to violence against women, the environment, poverty, and racism. Her vocation is to explore the links between personal and social transformation and she brings her sensibilities as a yoga and meditation teacher to her work. For more information, visit www.lorettapyles.com

David Vago, Ph.D.
Associate Psychologist, Brigham and Women's Hospital
Instructor, Harvard Medical School

Dr. Vago is an associate psychologist in the Functional Neuroimaging Laboratory (FNL), Brigham and Women's Hospital (BWH), and teaches at Harvard Medical School. He has completed post-doctoral fellowships in the Department of Psychiatry at BWH, the Utah Center for Mind-Body Interactions within the University of Utah Medical School, and the Stuart T. Hauser Research Training Program in Biological & Social Psychiatry. Dr. Vago has previously held the position of Senior Research Coordinator for the Mind & Life Institute and is currently a Mind and Life Fellow, supporting the Mind and Life mission by advising on strategy and programs. He received his Bachelors Degree in Brain and Cognitive Sciences in 1997 from the University of Rochester. In 2005, Dr. Vago received his Ph.D. in Cognitive and Neural Sciences with a specialization in learning and memory from the Department of Psychology, University of Utah.

Dr. Vago's research interests broadly focus on utilizing translational models to identify and characterize neurobiological substrates mediating psychopathology, to better predict outcomes and potential biologically-based diagnostic and therapeutic strategies for those suffering with mental illness. He aims to clarify adaptive mind-brain-body interactions and their therapeutic relevance in psychiatric settings. In this context, Dr. Vago has been specifically focusing on the study of mindfulness-based interventions in clinical settings, and the basic cognitive and neuroscientific mechanisms by which mindfulness-based practices function.

CONFERENCE PLANNING COMMITTEE

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