Spring 2017

Counselor's Corner: Spring 2017

Erin Coffey

The College at Brockport

Follow this and additional works at: http://digitalcommons.brockport.edu/edc_news

Part of the Counselor Education Commons

Repository Citation
http://digitalcommons.brockport.edu/edc_news/21

This Book is brought to you for free and open access by the Counselor Education at Digital Commons @Brockport. It has been accepted for inclusion in Counselor Education Newsletter by an authorized administrator of Digital Commons @Brockport. For more information, please contact kmyers@brockport.edu.
Community Learning Experience: Counseling Students Connect with Teen Empowerment (TE) Youth Organizers

On Tuesday, April 18th, graduate students from the department of Counselor Education at the College at Brockport visited the Center for Teen Empowerment, Incorporated (TE) located in the 19th Ward, Rochester, NY.

During the visit, students were able to learn about some of the triumphs and hardships experienced by TE’s youth organizers (YOs) and young people in Rochester, NY. Such learning occurred during what the YOs identified as “interactive modules,” in which they described as activities that could be used to learn about others in a fun and entertaining way.

These modules included a Warm-up Question, Concentric Conversations, The Wind Blows, and live performances by the YOs (e.g. spoken word, hip-hop, poetry). Students were also able to share with YOs their hardships and struggles navigating graduate school as training counselors. The YOs provided students concrete solutions for “self-care” that could be used during graduate school to balance academic and personal life demands. They also shared characteristics of adults (e.g. Trust, consistency, commitment) that they valued from youths' perspectives. Thanks YOs for the words of wisdom!

In conclusion, as a token of their appreciation, counseling students completed a one-page reflection paper for the YOs about the visit. Moreover, they also provided TE a $200 gift donation! Many thanks to Doug Ackley, Jennifer Bannister, Shawn "Kool-Aid" Brown, and Showanda McGhee for providing counseling students the opportunity to learn “with” young people from the Rochester community!
Chair’s Note

I hope everyone is doing well. As I write this I am acutely aware of our need to stand in solidarity with each other – to care and stand up for each other. I work to remain aware of the privileges I have. I want to work to influence the world around me. I think of Alan Johnson’s suggestion that each day we can make a difference. I wish that for all of us.

There are a number of exciting developments occurring in the Department this spring. Right now we are examining our curriculum in light of the 2016 CACREP standards. By July 1, 2020 all our master’s programs must be at 60 credits. This requirement provides us with an opportunity to rethink and update our curriculum, which is exciting. We started this task by identifying the competencies and knowledge that we believe all counselors must have regardless of specialty area. This task includes examining the 2016 CACREP standards for knowledge we need to address that we are currently not covering. Finally, we will look at the specialty areas and what specific knowledge is required for each. From this examination, we will develop our new curriculum. The new curriculum must go through several approvals but we hope to have it in place by Fall 2019 semester or Spring 2020 semester by the latest.

Another exciting development is the hiring of two faculty members. You might be aware that we conducted two faculty searches in early February. I am excited to share with you that Dr. Claudette Brown-Smythe will be a tenure-track faculty member beginning fall 2017. Currently she is in a 3 year Visiting Assistant Professor position that ends this spring 2017. As you know Claudette brings to us her passion about counseling, commitment to diversity and spirituality. Claudette has an extensive background in helping services having served as a school counselor, a social worker and a counselor in mental health agencies. Dr. Amy Gaesser comes to us from Purdue University. Her background is in school counseling and she has expertise in neurobiology and counseling. She is a graduate of our masters in school counseling and our CAS in School Counseling so we welcome her back. Both Claudette and Amy will strengthen our department with their passion for working with students and their commitment to the profession of counseling. I feel blessed to have them join the department.

The other major event this spring is the retirement of both Pat Goodspeed Grant and I at the end of this semester. (This is the reason we were granted permission to search for two tenure track faculty). I share this news with a myriad of mixed feelings. I know it is time for me to retire. I am ready to do something different than my career. I am excited about figuring out what I want to be when I grow up – what I want to do with the rest of my life. I know I want to quilt, travel, spend time with family and friends and to use my passion for social justice in some way. I believe that my purpose in this phase of my life will become clear to me as I trust “the process”.

I write this Chair’s Note knowing it is the last one I will ever write. I feel sad and a sense of loss when I think about leaving my work home. I have spent much of my adult life in this department. I will miss my colleagues and our students. It’s been a wonderful ride. I feel humble when I think of all the students who have allowed me to be a part of their growth and development. I also feel pride when I think of my colleagues and the department’s focus on the self of the counselor. It is a privilege to be a part of such a dynamic group.

I wish everything good in the world for each and every one of you.

Peace,
Susan
Dr. Patricia Goodspeed has more than twelve years of combined experience working as an employee assistance counselor in Connecticut, as a counselor with adults in career transition, substance abuse counselor, and as a college counselor in New York. She has consulted for business and industry, and has been an invited speaker for local businesses and women's groups. In addition, she has worked extensively with individuals who have issues of grief and loss of all types, as well as issues related to food and eating behavior. She currently maintains a small private counseling practice. Dr. Goodspeed's more recent research includes the lived experiences of those who are obese. She received a research fellowship at the University of Hertfordshire, UK, where she furthered her research knowledge of treatments for obesity. A current project involves the experiences of alumni of color in a counselor education program. Writing and presentation topics include issues of social class and the counseling process, creativity and its relationship to both counseling process and counselor education, and work-family issues.

Dr. Robert Dobmeier had an article accepted for publication in Adultspan, "Reentry Needs: Men Who Are Young, Hispanic, Older, or With a Mental Illness" (with Dr. Swaroop [Kumar] Korni, Craig Johnson, and counselor education alumni/students Cassie Fleck, Elizabeth Cenci, Lauren Giglia, Robyn Broomfield, and Michael Morde. A second article is under revision “Evaluating Counselor Abilities, Beliefs, and Practices Related to the ASERVIC Spiritual Competencies” (with Drs. Summer Reiner and Rick Balkin). Two chapters, “Assessment and Diagnosis” (with Drs. Claudette Brown-Smythe and Linda L. Chamberlain) and “Retaining Sobriety: Relapse Prevention Strategies” will appear in the sixth edition (2017) of Substance Abuse Counseling: Theory and Practice (Stevens and Smith). This year Bob has served as chair of the AADA Older Adults Task Force whose purpose is to galvanize support and collaboration within the profession for advocacy, research, and best practices for counseling older adults. Bob has also chaired Brockport's Library Advisory Council, which completed a focus group study with students, faculty, and staff in fall 2016 about strengths and areas for growth of campus library services. Bob also sits on the Advisory Board for Women and Gender Studies (WMS) wherein he has chaired the curriculum committee in their application for a WMS graduate certificate program.

Dr. Susan Seem is the Department Chair, developing course schedules, completing assessments, and answering questions about the department's programs. Dr. Seem recently presented “Two for the price of one: Experiential approach to teaching research throughout department assessment” at the Association of Counselor Education and Supervision (ACES) Conference with Summer, Bob, and two students- Beth Cenci and Terri Clark. Dr. Seem most recently completed a semester of sabbatical.
DR. SUMMER REINER

Dr. Summer Reiner received a Master's Degree in Counselor Education and CAS in School Counseling from Canisius College. Most recently, she received her Ph.D. in Educational Psychology: Counselor Education from the University of Connecticut. Her areas of specialty school counseling and adult development. Her research interests are school counseling, counselor professional identity, leisure development, adult development, and spirituality in counseling. Recently, she has been elected as the ACES (Association for Counselor Education and Supervision) President-Elect and as an American Counseling Association (ACA) Governing Council Representative. She will serve on both positions for three years. Dr. Reiner co-presented this summer at the SUNYCUAD Conference. She also presented at last year's ACA Conference in Montreal regarding work addiction at an ACA learning institute on process addictions. Dr. Reiner co-presented with Mr. Kerry Gotham from Alumni Engagement about life balance at the CASE II District Conference in Philadelphia in February. Finally, she currently serves as a reviewer for the JCD (ACA’s Journal) and Adultspan (AADA’s Journal).

DR. RAFAEL OUTLAND

Dr. Rafael Outland is a native of College Park, GA. He received a bachelor's degree in Psychology from Clark Atlanta University and a master's degree in Education (Specialization in School Counseling, K-12) from Boston University. He earned a PhD in Counseling and Counselor Education at the University of Rochester. His dissertation was titled “The Meaning and Experiences of Violence among Urban African-American adolescent males (UAAM).” This qualitative study explored the experiences of UAAM that influence their attitudes, perceptions, and beliefs of violence. Utilizing interviews and a focus group, the aim of the study was to provide UAAM a voice regarding individual, social, and institutional factors influencing these youth’s meaning and perceptions of violence. Mr. Outland’s research interests include exploring the developmental trajectory of violence, primarily of marginalized youth, as well as program evaluation and counselor supervision. He also remains engaged in youth outreach and social activism in the local Rochester community, through his affiliation with grassroots organizations, such as Teen Empowerment Incorporated (TE) and The Gandhi Institute for Nonviolence (GIN). Mr. Outland's primary aim as a counselor educator is to empower his students, in hopes that they can empower their clients, in “becoming” agents of individual, social, and institutional change.

DR. CLAUDETTE BROWN-SMYTHE

Dr. Claudette Brown-Smythe has a wide range of experience and training and brings this diverse mix to the department. She is a trained secondary school teacher, a master’s level trained social worker specializing in group and community development as well as a trained mental health and rehabilitation counselor. She graduated last fall from Syracuse University with her PhD in Counseling and Counselor Education. Dr. Brown-Smythe has worked as a middle and high school counselor in her native country Jamaica. She has worked as a project development officer with agencies in Jamaica focusing on child development specifically around issues of child abuse and neglect and promoting children’s rights as it relates to the United Nation Convention of the Rights of the Child.

She has done developmental work with the elderly through HelpAge International Caribbean Regional Office, and her job before coming to the US was at a teachers’ college where she trained school counselors. This mix of training and experience fuel her passion for the respect and dignity of all beings. She believes that individuals impact and are impacted by their environments and sometimes what needs to change is not necessarily the individuals but the environment to help the individual realize and experience greater well-being.

Her research interests involve exploring how spirituality impact mental health and well-being, addressing diversity issues in counseling and supervision; exploring loss, grief, and trauma in counseling; and rehabilitation facilitators. Her newest role is the department's Clinical Coordinator, in which she helps students navigate through their clinical experience. She also holds the position of Secretary Elect for NARACES 2016-2017 and recently co-presented with Kate Mahar, a current student in our program, at NARACES 2016 Conference on “The Role of Play Therapy in the Development of Empathy in Children.”
Alumnus Spotlight

Nancy E. Harris, LMHC, NCC, ACS

Year Graduated and Emphasis?
I graduated in June, 1996, with a Community Counseling emphasis. This was before the Mental Health Counseling program was developed.

Current employment and brief job description?
As a Licensed Mental Health Counselor in private practice, I work with individuals, couples, and groups with a wide range of concerns including anxiety, depression, relationships, life transitions, care-giver fatigue and trauma recovery. I have also had the pleasure of teaching and supervising Brockport counselor education students as a guest lecturer/adjunct and supervisor. I love the combination of clinical work and teaching or supervising counselors in training.

How did the Brockport Counselor Ed program prepare me for my work at this site?
The training that I received at Brockport prepared me for a life of personal and professional growth. The awareness of self is essential if one is to use the self as a therapeutic tool. I often tell my students that it is important to know theory and techniques but if the client doesn’t connect with the counselor, they probably won’t come back.

Recommendation to current students?
I encourage students to join and become involved in their professional organizations. This is the time to learn about the issues that face our profession and about the role of the counselor as “advocate”.

A quote that inspires me?
One of the most satisfying experiences I know is fully to appreciate an individual in the same way I appreciate a sunset. When I look at a sunset... I don't find myself saying, 'Soften the orange a little more on the right-hand corner, and put a bit more purple along the base, and use a little more pink in the cloud color...’ I don't try to control a sunset. I watch it with awe as it unfolds - Carl Rogers
Nu Chapter’s mission to scholarship, research, professionalism, leadership and excellence in counseling is in the forefront of our programming each semester. For this spring semester, the theme of counseling our lesbian, gay, bisexual, transgender, questioning, intersex, and asexual (LGBTQIA) clients was chosen to be highlighted. This population is unique in that underneath the umbrella term of LGBTQIA, are subpopulations that have their own particular concerns. The role of counselor in this instance, and all instances, is to provide culturally competent and empowering services. In an attempt to better do this, we provided a Safe Zone Training in early March. This training was led by Brockport alum Lauren Giglia and was designed to prepare trainees to provide a place that all people can bring their authentic selves into an atmosphere of welcome, inclusion, and safety.

Another aspect of counseling our LGBTQIA clients involves advocating for their rights, as well as the rights of all of our clients. In collaboration with ACA-NY, Nu Chapter sponsored an advocacy workshop in February. In this session, we learned about pressing issues in the mental health community and ways to present these issues to lawmakers. Brockport alum, and current ACA-NY president Cassie Fleck lead this workshop.

Some upcoming events include the Out of Darkness walk, an annual tradition for Nu Chapter to help the American Foundation for Suicide Prevention (AFSP) spread understanding and prevention of suicide through research, education and advocacy. We’ll be walking on Brockport’s campus on April 22 at 1pm. Following this, Nu Chapter members and nonmembers alike are invited to the Tap Room at Bill Grays in Brockport for fellowship and community building.

We end our year with something new – Nu Chapter’s very own initiation ceremony. Previously, new members were initiated at graduation but due to feedback from faculty, this was often viewed as rushed and a separate event was suggested. Our initiation will be a week before graduation, on May 5 at 6:30pm in the Eagle’s Lookout on Brockport’s Main Campus.

I hope to see many of you at one or all of our events this semester. Any questions about the program, or about Nu Chapter, don’t be hesitant to ask.

Wishing you peace this semester,

Mike Pernot,
President; Nu Chapter: Chi Sigma Iota

Nu Chapter is part of Chi Sigma Iota, the national honor society for professional counselors.
Bridge and CAS Programs

There are several programs available to students who are seeking to further their clinical and practical knowledge/expertise.

1. The Online/Hybrid Certificate of Advanced Study (CAS) in School Counseling helps the student to develop diagnostic and family systems consultation skills.
2. The CAS in School Counselor Supervision helps practicing counselors to learn supervision skills.
   Both CAS programs allow the knowledge and experience required to apply for permanent certification in school counseling in New York State and consist of 12 credit hours.

3. A School Counseling Bridge Program is also available.

4. The Mental Health Counseling Bridge Program offers practicing counselors to develop the knowledge and experience necessary to apply for licensure in the State of New York. It consists of 12-15 credit hours in counseling in mental health settings, diagnosis, and internship.

5. The College Counseling Bridge Program focuses on assisting practicing counselors to develop the knowledge and experience to practice college and student affairs counseling and requires 12 credit hours.

CASAC-T

(Certified Alcoholism and Substance Abuse Counselor Trainees)

By taking HLS 509: Introduction to Alcohol and Drugs and 545: Psychopharmacology, you can pursue credentialing as a NYS Certified Alcohol and Substance Abuse Counselor.

Please talk to your advisor for more information.

DASA Training

(School Counseling Track requirement)

New York State’s Dignity for All Student’s Act (Dignity Act) seeks to provide NYS public elementary and secondary school students with a safe, supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function.

The 6-hour training consists of two parts: Part 1 is a 3-hour online training with accompanying assessment. Part 2 is a 3-hour in-person training. All Part 2 in-person sessions will be held on the SUNY Brockport campus, Brockport, NY.

The training proactively addresses the social patterns of harassment, bullying and discrimination. It is carefully designed to provide participants with the knowledge and skills to create and support an affirming educational environment for all students through addressing school culture and climate. It also includes the identification and mitigation of harassment, bullying and discrimination; and strategies for effectively addressing the problems of exclusion, bias and aggression in educational settings.

Upcoming dates:

Wednesday, June 7, 2017; 5:30 pm—9:00 pm
Wednesday, August 2, 2017; 5:30 pm—9:00 pm
Tuesday, September 19, 2017; 5:30 pm—9:00 pm
Thursday, October 12, 2017; 5:30 pm—9:00 pm
Monday, November 13, 2017; 5:30 pm—9:00 pm
Wednesday, December 6, 2017; 5:30 pm—9:00 pm
Tuesday, February 6, 2018; 5:30 pm—9:00 pm
Monday, March 5, 2018; 5:30 pm—9:00 pm
Thursday, April 19, 2018; 5:30 pm—9:00 pm

To register for an upcoming session, please go to: https://www.brockport.edu/academics/certification/DASA.html

American Counseling Association Conferences

Upcoming ACA Conference:
April 26–29, 2018 | Atlanta, GA

American Counseling Association Conference & Expo
March 16–19, 2017 | San Francisco, CA

As winter storm Stella made her way up the east coast, the American Counseling Association held their yearly national conference in sunny San Francisco, California. A group of some students, faculty, and alumni from Brockport were able to make it through the storm and out to the beautiful Bay Area for the conference, which spanned from Thursday March 16th to Sunday March 19th. The conference offered a number of educational options for counselors of every specialty, from posters to discussion tables, and lecture sessions. ACA brought in renowned psychiatrist and counseling guru Irvin Yalom as their keynote speaker on Friday, and hilariously insightful diversity educator Jessica Pettitt as Saturday’s keynote speaker.

Previous Brockport professor Elaine Casquarelli facilitated a 90-minute education session titled, “Pathways for Working with Religion and Spirituality in Counseling”. Several Brockport students and alumni were able to attend her presentation.

We were happy to see many of our counseling students attend, including Jenna Mollura, Ashley Glover, Mike Pernot, and Beth Cenci.

- Kaleigh Dumigan
School Counseling student
Master’s Capstone Research Project Topics

Barriers to Eating Healthy Diets among Mental Health Clients.
Michelle Contestable Burke

Emotion Regulation in Adolescent Males.
Andrea Burns

Clinician Perceptions of Barriers to Treatment and Engagement Strategies.
Elizabeth Cenci

Exploring Student Engagement Experiences: A Look at the Educational Opportunity Program at a Community College.
Kaleigh Dumigan

The Effects of Individual Counseling on Students with Disciplinary Issues.
Kaleigh Dumigan

Exploring Career Experiences of Deaf and Hard of Hearing Students in the College Setting.
Amanda Dunn

Determining the Impact of a Psychoeducational Workshop on Awareness and Retention of Suicide Prevention Information.
Joseph Feeney

Examining the Relationship between Self-Care, Compassion Satisfaction, Compassion Fatigue, Burnout, Among Counselors Working in an Outpatient Mental Health Clinic.
Gianna Grosser

Using Psychoeducational Groups to Implement Post-Secondary Plans for 11th Grade Students.
Eleanor Hilling

Michelle Infantolino

The Impact of a Mindfulness-Based Group on Anxiety in Sixth Grade Students.
Carina Ingoglia

Supporting Middle School Students with School Refusal Behavior.
Cara Johnson

LGBTQIA Students’ Perceptions of Level of Care in Relation to Sexual Orientation and Gender Identity Issues at The Hazen Counseling Center.
Frank Noll

Investigating the Effect of Group Process on Depression for LGBTQIA Adolescents.
Michael Pernot

The Impact of a Mindfulness-based Intervention on Fifth Grade Students’ Anxiety Levels.
Sarah Perri

The Impact of Childhood Trauma on Individuals in an Inpatient Detox.
Larissa Pieper

The Relationship of Post-Traumatic Stress Disorder and Substance Use amongst OEF/OIF Veterans with Multiple Deployments.
Marquia Rivers

The Impact of the Implementation of Restorative Practice on the School Climate: The Students’ Perspectives.
Cameron Scharf

The Effects of Successful Completion of Dialectical Behavior Therapy on High Cost Emergency Service Utilization.
Christine Wilson

EDC Scholar’s Night

Students in EDC 606 and Implementation II presented their research at the EDC Scholarly Conference on April 12, 2017 from 4:30 - 5:30 PM in the Golden Eagle Room at the downtown MetroCenter Campus. Congratulations and great work to all those who presented!

EDC 606 Action Research Project Topics

Alumni Transitional Period: From Graduation to Job Placement
Kayla Virts, Megan Thull, Joanna White, Jessica D’Ambrosio

How Faculty View and Address Race Relations on Campus in Their Teaching Role
Sydney Gallup Trevor Francis, Hanna Normandean, Stacey Shirley

Alumni Perceptions of the Department of Counselor Education at The College at Brockport
Nicole Bindler, Mehriban Sirin, Tabitha Vick
Preparing to Integrate?

Students must apply for EDC 720 during the semester prior to enrolling. Faculty will then review the application and notify students of their decision during a mandatory meeting.

Prior to entering integration, each student must complete the following:

- Child Abuse Reporting Training: The New York State Mandated Reporter Training is available at http://nysmandatedreporter.org
- Six documented counseling sessions
- For students in the school counseling track: Schools Against Violence in Education (SAVE) training
- For students in the school counseling track: Harassment and Bullying Prevention and Certification Training (DASA)

Implementation I Internship Site Placements

Terri Clark: Geneva Middle School
Latrina Green: Edison Career & Technology High School
Amanda Horth: Trillium Health
Jenna Mollura: Greece Arcadia High School
Allison Parry-Gurak: Royalton-Hartland Central School District
Roslyn Phillips: Hazen Center for Integrated Care, The College at Brockport

Implementation II Internship Site Placements

Andrea Burns: Rochester Regional Health
Erin Coffey: MCC, Educational Opportunity Program
Michelle Contestable: Unity Mental Health
Elizabeth Cenci: Genes Mental Health Center
Kaleigh Dumigan: Clifford-Wise Middle School
Amanda Dunn: RIT, Career Services
Gianna Grosser: Unity Mental Health at Pinewild
Eleanor Hilling: World of Inquiry School #58
Amanda Horth: Trillium Health
Michelle Infantolino: Wheatland-Chili High School

Carina Ingoglia: Churchville-Chili Middle School
Cara Johnson: Twelve Corners Middle School
Frank Noll: The College at Brockport, Counseling Center
Michael Pernot: UR Medicine Pediatric Behavioral Health
Sarah Perri: Village Elementary, Hilton Central
Larissa Pieper: Syracuse Behavioral Health
Marquia Rivers: Canandaigua VA Medical Center
Cameron Scharf: East Upper and Lower Schools
Christine Wilson: Evelyn Brandon Health Center
Self-Care: What does it mean to you?
Ideas from current & former students

Every time you say yes to something, you say no to something else.
- Cassie Fleck

I find art to be relaxing. My mind is focused on the art and gets a break. I also enjoy exercise because it’s time I set aside for myself and I feel better afterwards.
- Michelle Burke

I turned cooking - an everyday task - into my self-care. It’s a quiet task I do by myself that allows me to clear my mind and focus on the recipe or task at hand. Sometimes, it’s as simple as mindfully peeling an orange!
- Jackie Singer

I like to do something creative like paint or color. It clears my mind and requires me to focus on the moment. There have been times when I struggled with making time for self-care so now I schedule it on calendar and make it a priority just like a homework deadline or a doctor appointment.
- Renée Finnemore

I think a lot of people don’t realize that self-care isn’t always the fun/relaxing/rejuvenating things you do but also the not-so-fun things like scheduling doctor/dentist appointments, following a budget, etc. These things are also important for well-being.
- Kara Hiltz

To me self-care is something that energizes you. Music is a big part of my self-care. I like to start the day by putting on something I can dance to or sing along with and then I feel ready to face the day.
- Ashley Glover

Self-care for me usually turns into an action item for the day. I am very action oriented and believe that when I advocate for something I care about I feel like I’m making a difference. I also find that sleep is very helpful. If I am having a stressful day, I normally try to wind down early and rest. Then I feel rejuvenated in the morning!
- Jenna Mallura

A lot of my clients say they don’t have time for self-care because all their ideas take an hour or more. So much can be done in the short breaks we experience every day like taking the time to breath, look at picture of good memories, or eating a healthy snack to maintain energy. So much can be done in the 5 minutes we tend to use texting or on social media between responsibilities.
- John Patrick

I would say that being active is a big part of my self-care, whether that activity is working out, going for a run, or walking my dog it helps me clear my head and decompress.
- Daniel Waldbillig

Self-care doesn’t have to be big and glamorous. Simple things add up: leaving work on time, stopping for that fancy coffee on your way to work, focusing on family or something You enjoy so that work is truly left at work, having a 5- minute conversation with a coworker about something outside of work, calling your spouse or a friend to check in in the middle of the day, and actually taking a lunch without doing paperwork as you eat.
- Nicole Marie

I’ve found yoga and Pilates / prioritizing exercise in general super helpful. I’ve been making sure to balance all aspects of my life besides school this semester and I am so much happier. I make sure to include self-care on my to do list every day, it is just as important to me as anything else!
- Carina Ingoglia

One thing I encourage my students to do is carve out the time and set boundaries. Our lives are in a constant state of motion filled with all sorts of activities and responsibilities. Self-care should be simple and enjoyable. It should not feel like a chore. It also takes practice. Personally I care for myself by exercising, playing in volleyball and kickball leagues, and make a point disconnect from my phone to which helps me become present in whatever it is that I am doing. – Christopher Perri

I encourage all of my patients to come up with a 5-minute self-care, half hour self-care, and one hour. I had to do the same thing to make it through grad school. My 5 minute was enjoying a cup of tea, or listening to my favorite song. My half hour was taking a candlelit shower, and now I do acupuncture as my 30 minute. And then my one hour is the gym/yoga. I try to fit all of these things in each week.
- Lauren Anne
Patricia Goodspeed-Grant

“Retirement only means that it is time for a new adventure.”

What are your current thoughts and feelings when it comes to retirement?

I am actually very ambivalent about retirement. On the one hand, I have thoroughly enjoyed my career here and I am sad to leave, but on the other hand I am also looking forward to pursuing many interests that I just haven’t had time to do.

Talk about your career as a professor in the department of Counselor Education.

I was struck immediately upon entering the department by the collegiality and support I was given as a new professor. By the end of my first year, I was asked to teach Brockport’s signature course, Self in Society. I remember feeling very intimidated, but at the same time honored that they trusted me to maintain the integrity of that course content. I have to say that I evolved as much from teaching that course as did the students who were taking it. I was able to utilize my own personality and approaches to make it my own, while still maintaining its integrity. It occurred to me that this was a parallel process – that we train counselors to utilize themselves as a major contributor to the counseling process. I, too, was utilizing my Self in training students. One of the most rewarding parts of my time at Brockport was the opportunity for international travel. I had yearned for international experiences since I was a child – not to be a ‘tourist’, but to really know and understand the daily lives, dreams, obstacles and challenges experienced by different cultures in the world. During my first year, I connected with my mentor, Dr. Muhyi Shakoor, who told me that it was entirely possible and he encouraged me to pursue that dream. Once I submitted my first proposal for a conference in London, my international work just took on a life of its own. I joined the International Association for Counseling, and presented papers in Switzerland, Jamaica, England, and other venues. I just got back from presenting at a marriage and family conference in Spain. I became well known at the British Association for Counselling and Psychotherapy, having presented for them many times. One of the foremost researchers in UK and Europe invited me to be a research fellow at the University of Hertfordshire. I was invited because of my qualitative research where I investigated the person’s experience of eating and obesity from an emotional and cultural perspective. As a result of my experience there, I published articles in British counseling journals, and my work became known internationally. I was contacted by several people around the globe who wanted to dialogue about my findings. As a result of my recent presentation in Spain, I was invited to present at an obesity conference next fall in Dubai. I am contemplating the possibility, but in the end I will probably turn it down. I am still working on a book chapter, so perhaps my career isn’t finished quite yet.

What have you found to be the most rewarding aspect of being a counselor educator? What have you found to be the most challenging?

One of the most rewarding experiences for me is the ability to see growth in students. Having taught at both ends of the program – Self in Society, as well as Implementation I and II, I get to see students come into the program, sometimes with an idealistic idea of what counseling is, and then to see them struggle through personal and/or the academic challenges, to emerge as confident, competent new professionals. I was also privileged to teach Self and Group for many years, where I built close relationships with students that go well beyond classroom interactions. I knew every single student at graduation, how far they had come, and the personal challenges they had overcome to reach that point. I sometimes felt like a mother hen, sending her baby chicks out into the world.

As many students may attest to, my motto of “growth is not comfortable” helped me through the sometimes difficult task of holding students accountable for their actions, reactions, challenges, and personal growth. They may not have known it, but it was just as difficult for me to hold the line as it was no doubt for them. There were many growing moments throughout those classes, but I could see the benefit it provided once a student was able to work through an issue and be able to handle the challenges they encountered while in their internships and beyond.

What is one thing you’ve learned from being a counselor educator?

First, I don’t have to be perfect or have all the answers. I encountered many issues throughout my career that were firsts for me, both in my practice and in my teaching. It’s the small imperfections that make us human. I just had to learn from them and strive to be better. I never thought I would enjoy any administrative assignment, and avoided it until the past 3 years. Once I got into the role of interim associate chair and then as interim chair, I realized that I faced new challenges that stretched me immensely.

After retiring at the end of the semester, what are you looking forward to the most and what will you miss the most?

I am looking forward to having evenings at home, if I choose - or to be able to engage in activities and classes that occur in the evenings. I will miss interacting with faculty, and I will miss interacting with students. Yes, those 2-½ hour faculty meetings every week take up a lot of time, but I looked forward to connecting with a wonderful group of colleagues on a weekly basis for many years.

How do you hope to spend your time during retirement? What is your “grand” plan?

First and foremost, I will increase my private practice. I don’t want to ever become removed from the work that has sustained me for so many years. I am sure I will continue to attend conferences, but they will be focused more on therapeutic topics than counselor education topics. I plan take classes to become a certified master gardener – to feed my love of gardening. I also plan to take a photography course with a real camera, not just my point and shoot. I will continue to pursue my musical interests – play the piano more often, continue to get better at the Bodhran, and continue learning to play the guitar. And of course I will delve into sewing, quilting and designing quilts. And, and then there is sailing in the summer. We cruise with a group of friends to Canada every year already, but now I won’t have to worry about getting back by the second week in August! I hope to be able to actually READ magazines that I have been subscribed to in the month they arrive. But then again, I am an educator, so no surprises there! I also recognize that I have so many things that I want to do, it will be difficult to fit them all in.
Dr. Susan Seem

“How lucky I am to have something that makes saying goodbye so hard.”

What are your current thoughts and feelings when it comes to retirement?

I’m excited- it’s going to be different and new. I’m also sad. I came here when I was 40- this has been the majority of my adult career. Before then, I was getting my doctorate and my masters degrees and I did a bit of work in social services agencies but this has really been my career and I had it all here. That’s the sad part. Letting go of that major piece of my life. I’m ready but I’m going to miss the ways that this career has fed me emotionally. I’m also sort of curious about what’s going to happen to me, what I’m going to be when I grow up (sort of thing), and some concern in regards to is this going to work well and what am I going to do but in general I’m ready for this to happen.

Talk about your career as a professor in the department of Counselor Education.

As I said, this has been my career. In some ways, I think I grew up professionally here. In many ways, I found my voice- as a woman, as a feminist, and as a member of a dynamic profession. I don’t think I had a lot of good mentoring in my doctorate program so when I came here and started to speak up when I thought it was important, get involved when I thought it was important, made some decisions to get involved in the profession to have an impact. I think as result of that, other people identified my leadership abilities a lot sooner than I did. That was one thing that really developed- my belief in my ability to be a leader and be the kind of leader that someone would respect. My belief that all voices are important, all voices should be at the decision-making table, being able to listen and understand (and not tell people what to do). And also teaching students- learning how to be a better teacher than when I started out. Learning how to be thoughtful about what I do and why do I do things. This has been a great department to be a part of- I just fit really well. I really like the self-focus. I think one of the reasons I was attracted to the counseling profession is because of this. I always thought you had to self-reflect and be self-aware and so what other profession would allow me to engage in the thing that I like to do, which was understand myself better and reflect on the experiences that happen to me? And so to come here and be in a department that had that focus was really meaningful for me. And then developing, I have been with a lot of these colleagues for a long, long time. We kind of grew up together in the department and so I’ve developed some very strong relationships with people that I value tremendously. And I like how we function as a department. So that’s one of the sad things about when I think about leaving- I’ll never get to see the new people coming in and help form the program as it moves forward and a part of me is sad that I won’t be a part of that. This has been a very great department to be a part of and our students and my colleagues are great. We have a wonderful reputation in the area. I like to think that I am working with students who are going to be working with clients and so indirectly, I am having an impact. For me, that is extremely meaningful.

What have you found to be the most rewarding aspect of being a counselor educator? What have you found to be the most challenging?

Working with students has been very meaningful- watching them grow and develop. In many ways, I feel honored to be a part of student’s journeys. The graduation ceremony is always so very touching because I get to hear what’s been meaningful for them about the program. Some of what’s been most challenging has been what it’s been like to be an academic member of a campus. There’s such a strong focus on assessment and I agree with and believe in it, but sometimes I think it takes away time from being creative and thinking about those kinds of things. I think the other thing is for me and for the department, how do we help support students of color? Now that we have faculty of color, I think we’re beginning to have some meaningful conversations and we’re hearing things that we may not have heard otherwise. So how can we adjust and provide support for those students who need it? And of course writing, because all graduate programs at The College at Brockport and across the nation are seeing that students are coming in with less writing ability than it used to be. So how do we help students write better and how do I help the college provide support for graduate students? And so those are some of the challenging pieces. But working with students and colleagues has really been a delight and has kept me here as long as I’ve been. And this is the longest I’ve ever been in one place, ever, and I think that says something to me about the fit for me.

What is one thing you’ve learned from being a counselor educator?

To trust myself and trust the process. Trust that experiences that I engage in will help me learn what I need to learn and trusting my ability that if I don't know it- it's okay and that I can land on my feet and do alright. I think that's been the one thing that I've learned really is about trusting myself and the process of my life and what happens from there.

After retiring at the end of the semester, what are you looking forward to the most and what will you miss the most?

I'm looking forward to a sense of completion. This has been a phase of my life working and my career, and in some ways wrapping that up. Having the ability to look back and say I've done this, I've been in helping services, counselor education for my adult life, what does this all mean? What am I going to miss? My colleagues and the students. And also having an impact on the profession and on campus too.

How do you hope to spend your time during retirement? What is your “grand” plan?

I don't have a grand plan for retirement. I think short term, the first year, I'm going to catch up on my sleep. I'm really looking forward to just being able to sleep as much as I want, whenever I want. And have my life be my own. Not having a schedule. Doing what I want to do vs. what I'm responsible for doing. I want to get back into exercise. Since I broke my ankle, it's been a challenge. I want to visit with family and friends and settle into my new life. And then I'm thinking after that to really trust my process: “Like where does that take me?” I know that given the political climate, I'm going to have to get involved somehow in terms of making a difference and standing up. I think that will get clearer to me as I have some time to think about it.

For the sake of the interview, do you have any final thoughts?

For whatever it's worth- we're in the helping profession and I think there are many ways to help. I think if each one of us vows to make a difference each day in small ways, we will have an impact. There's a quote by Margaret Mead, "Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has." So in whatever way we can, challenge the ways that are hurtful to people. Challenge the systems that are hurtful to people. Challenge comments that are hurtful to people. If we all do that, we can change the world.
Words of Wisdom & Final Thoughts

*Do you have any advice or words of wisdom for current students, as well as alumni who are beginning their careers as counselors?*

**Dr. Patricia Goodspeed-Grant:**

It is ok to make mistakes. I have always believed that we learn more from our mistakes by stretching ourselves than by limiting ourselves from always needing to get it right. We just have to take the time to be self-reflexive and do things differently the next time. Be open to new experiences and be willing to take some risks. I didn’t end up where I thought I would be, but I ended up on the right path. Sometimes I think people have set specific goals for themselves, which may preclude them from pursuing something unexpected, and which could be really terrific. I’ve been told over and over that it takes 10 years to become an experienced counselor. That doesn’t mean, though, 1 year of experience 10 times. It means being self-reflexive, building upon knowledge and wisdom, learning from our clients, and continuing to strive to be better. Become involved in a professional organization and attend conferences. I know many times new professionals avoid conferences because they are not paid for by their employers. I also learned that sometimes if you ask, you can get reimbursed. The very least that can happen is that you will pay for a conference yourself, and gain a fresh perspective, connect with others in the field other than your coworkers, and develop a network of professionals.

**Dr. Susan Seem:**

For students, trust your process. It’s more than just learning the academics. It’s really about learning about yourself, taking risks, and trusting that you’ll come out the other side. I think that it’s also important to find a professor that they feel connected with and perhaps a mentor. Be open to the process that happens here. I think for alumni, believe in yourself and know that you are capable. Yes, you will still have a lot of growing to do as a professional counselor but they have the solid foundation for what it takes to fly. I also encourage them to be or stay involved in the profession. The profession is changing and it is your profession now. And so it’s critical to have a voice and influence in it. Finally, find a support group. Stay connected with those who support and care about you and find a support group to go through life with.

Western New York School Counselors Consortium

26th Annual Renewal & Reflection for Counseling Professionals

On February 1, 2017, the Western New York School Counselor Consortium (WNYSCC) celebrated its 26th Annual Renewal and Reflection for Counseling Professionals, “School Counseling in New York: Are We Further or Farther?” WNYSCC provides counselors and counselor education students in the Western New York region an opportunity for professional networking and workshops regarding recent advances in the counseling profession. The full-day conference took place at the RIT Inn & Conference Center in Henrietta.

After a morning keynote speaker, Dr. Carlo Panlilio presented on Trauma Informed Schools, attendees were able to learn about topics such as: Creating Suicide Safety in Schools, Fetal Alcohol Syndrome Disorder, Sexual Assault, Netsmartz and Kidsmartz resources, Adolescent and Chemical Dependency & Satanism, TIG (Trauma, Illness, and Grief in Schools), Family and Community Engagement, ODD & Emotional Behavioral Disorders, Partnering with Community Agencies, & Creating an Advisory Council - ASCA.

The conference also had a luncheon keynote speaker, Dr. Lesli Myers, present on Comprehensive School Counseling Programs. After presenting, Dr. Lesli Myers, the Superintendent of Schools for Brockport Central School District, received the Lifetime Achievement Award for her service and commitment to her students and to the counseling profession as a whole.

One of our school counseling students, Cara Johnson, presented alongside her colleagues, Erin Cusanno & Erica Oliveri, from Twelve Corners Middle School on the topic of Creating an Advisory Council- ASCA. We were also happy to see many of our other school counseling students attend including, Jenna Mollura, Allison Parry-Gurak, Shelly Infantolino, & Elissa Ostrander. A big thank you to Dr. Summer Reiner for making this conference possible for everyone!
Student Spotlight
College Counseling Emphasis

Name: Renée Finnemore

Emphasis (college, school, mental health):
College- also working on an advanced certificate in mental health. I am currently in Implementation I doing my internship with EOP at The College at Brockport.

What brought you to the field of counseling?
My first introduction to college counseling was as an undergraduate student. I had a difficult transition to college and a counselor at the college helped me to adjust and be successful. I wanted to help other students who were struggling to find their way and achieve their goals the same way I had been helped. Since being in the program I have developed an interest in mental health counseling as well.

Specific areas of interest?
I am pursuing the CASAC to work as a substance abuse counselor. I am also interested in advocacy work in order to give a voice to those who should be heard.

What do you plan to do after you graduate?
I hope to be someplace where it doesn’t snow. More specifically, I’d like to work in a counseling center on a college campus.

What do you enjoy doing in your spare time?
I love long walks, in the neighborhood, on the beach, or in the woods (although technically that’s hiking). I enjoy spending time with friends and family, doing anything that makes me laugh.

Anything personal about you that makes you who you are!
I think lifelong learning is important. I also firmly believe that you should never let your dreams stay dreams. I have been married to my husband for 25 years (April 25th) and he is my number one supporter. I have 3 college-age children. I have been called ma’am four times today (Seriously? Am I that old?). I guess all of that pretty much captures who I am.

Student Spotlight
Mental Health Counseling Emphasis

Name: Gianna Grosser

Emphasis: Mental Health Counseling

What brought you to the field of counseling?
I’ve always wanted to be in a career that involved working with people. As time went on, I realized I wanted to make a difference in people’s lives. As I researched various careers, the counseling field stood out to me. I wanted to be a support for individuals experiencing various types of issues and struggles, as I believe one person can make a difference in someone else’s life.

Specific areas of interest?
I am pursuing a CASAC-T certification and interested in possibly working with people struggling with addiction. I also am interested in working with adult population, specifically, individuals who have experienced trauma.

What do you plan to do after you graduate?
I plan to find a job in an organization, hopefully an outpatient setting to begin with, as I’m currently interning at an outpatient mental health setting and very much enjoy my time there.

What do you enjoy doing in your spare time?
I really enjoy being around friends and family. I love going out to dinner or movies with friends, boyfriend, and/or family. I also enjoy being outside (when we experience nice weather), trying new things, and cooking! I consider myself a “foodie” and love trying new foods and restaurants.

Anything personal about self that make you who you are!
I love artistic things like going to museums or watching independent movies at The Little Theater!
Student Spotlight
School Counseling Emphasis

Name: Carina Ingoglia

Emphasis: School

What brought you to the field of counseling?
Since I was young, I have always had the natural tendency toward listening and helping others. I really enjoy hearing about other people’s life experiences and perceptions. I had a vast interest in psychology and why people think and act the way they do, which is why I decided to pursue an undergraduate degree majoring in Psychology with a minor in Sociology. During this time, I took an introduction to counseling course and felt completely drawn to what I was learning. At that point, I knew I wanted to go on and get my masters in school counseling. I chose the school track specifically because I have always had the desire to work in a school environment and want to help students achieve their full potential.

Specific areas of interest?
I am particularly interested in working with middle school students.

What do you plan to do after you graduate?
Ideally, I would love to work in a suburban middle school as a school counselor. I am hoping to stay within the Rochester area but would be willing to travel to surrounding areas for work.

What do you enjoy doing in your spare time?
I spend most of my free time with my boyfriend, close friends, and family. I love watching movies, TV, and YouTube. I also love the outdoors and enjoy taking walks, hiking, and exploring new places.

Anything personal about you that makes you who you are!
I am a huge animal lover and have been working part-time at a veterinary hospital for almost two years. I thrive off of helping others, whether it is toward animals or people.

---

Editorial

Newsletter Editor: Erin Coffey

Faculty Advisor: Dr. Rafael Outland

Contributors: Mike Pernot, Kaleigh Dumigan, Gianna Grosser, Carina Ingoglia, Renée Finnemore, Jenna Mollura, Ashley Glover, Michelle Burke, Daniel Waldbillig, Cassie Fleck, Kara Hiltz, Nicole Marie, Lauren Anne, John Patrick, Christopher Perri, Dr. Rafael Outland, Dr. Patricia Goodspeed Grant, Dr. Susan Seem, Dr. Claudette Brown-Smythe, Dr. Summer Reiner, & Dr. Bob Dobmeier. Thank you all!

Have questions about the department newsletter? Suggestions?
Please email edca@brockport.edu. This is your newsletter and we welcome your contributions.