



Counselor
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Letter from the President

Dear UCF Counselor Education Students, Faculty and Staff:

As I reflect on the past few months, I am reminded of King Solomon's words, "There is a time for everything, and a season for every activity under the heavens. There is a time to mourn and a time to dance."

We continue to mourn the tragedy at Parkland High School and process the horror of incidents that are beginning to feel too common. However, as professional counselors and educators, we know that our influence is important to being part of the solution now and in the coming years.

Despite our hurt, it is also important to our wellness that we make "a time to dance", and a time to celebrate one another and our own individual accomplishments. Drs. Robinson and Young give us ample motive to celebrate as they have both made significant contribution to the academic and professional counseling world over the years. They have also made a personal impact on the many students who know and have been mentored by them. All our faculty and staff do a tremendous job, and UCF Counselor Education program's continued Top 10 national ranking reflects our collective achievements.

Regardless if you are completing your first year as a Masters student or defending your dissertation, congratulations and way to go! Your hard work and dedication has paid off and should be celebrated. My challenge to all of us is to gather our favorite people around us and crank up our favorite song. For this is a time to dance!

Sincerely,
Rob Rogers, MA

Dr. Mark Young has greatly served the Counselor Education community for over 30 years. Prior to his work in academia, Dr. Young was an active therapist working with clients and gaining experience he would later impart through teaching. Dr. Young's contribution to the Counselor Education community is nothing short of immense. Through my experience as a doctoral student I can attest that Dr. Young, although highly esteemed, remains humble and demonstrates a constant willingness to support colleagues and students alike. The interview that follows is a celebration of Dr. Young's career.

-Interview by Amanda DiLorenzo

Faculty Spotlight: Dr. Mark Young

What has kept you motivated throughout your career?

I think what kept me motivated is that I am intrigued by ideas. Chasing ideas and thinking of new ways to teach something. And finding out what problems students have and trying to help them overcome them.

How do you maintain your wellness?

I'm a meditator; that's the spiritual foundation that helps the body and mind. I'm a vegetarian and I don't drink. A part of wellness is to be true to your own values, thus nonviolence is something I believe in. That's why I'm a vegetarian.

How do you use your spare time?

I'm not sure what you mean (laughing)... I have five grandchildren. If I can, I spend time with them. My son has two daughters and my daughter has three kids. I have a garden; I like to grow things. And last year I did 15 talks at public libraries on meditation. Besides just meditating, I'm a part of a larger organization and that organization has an ashram in Orlando that I am a director of.

What has been your favorite part of your job?

That's easy – Personal relationships with students; doc students and master students who have really become part of my life and, even when they haven't become a part of my life, it's an honor to be touched by their lives.

Over and next. When it's over, let it go. And then think about what's next—tomorrow.

In your work, what has been one of your favorite collaborations?

Probably my collaboration with Andrew Daire. We started the Marriage and Family Research Institute together. He had been my student at the master's degree level and then when he finished his doctorate, we immediately hired him because we knew what kind of person he was. Collaborating with him and the people we pulled in with us (for the Marriage and Family Institute) was a highlight for me.

What advice do you have for master students?

I think master students have come out of an undergraduate program where they have to imbibe knowledge. When I was a masters student, I saw a sign on a wall. It said something like this, "You can't expect them to teach you. You have to make them teach you. You have to be an active participant in your education." I read that and I took it to heart. One piece of advice is to learn from each professor and to be active in your education.

What has been your most difficult challenge and how have you overcome it?

I think one of the difficulties of working at a large university is the impersonal nature of it and the fact that it's really hard to get things accomplished. At a big university there's a lot of red tape and it really sucks the life out of you – to have to engage in those administrative things. Perseverance is the key to everything – tenacity – you keep trying.

What has been your most memorable experience?

I haven't had it yet. In my career there have been memorable experiences: publishing a first book or going to a conference and talking with people. I've been going to ACA since 1981, so when I go there it's a memorable experience to hang out with people I've known for years and years.

Any words of wisdom: Over and next. When it's over, let it go. And then think about what's next – tomorrow.

Doctoral Candidate Spotlight

An Interview with Michelle Mitchell

By Taylor Reyes



What is the greatest challenge that you have faced as a Doc Student?

As a doctoral student, I think the biggest challenges have revolved around me getting in my own way. It's difficult to function as a doctoral student and a perfectionist. You'll never be satisfied thus limiting the development of self-efficacy. While perfectionism has helped me meet goals in the past, within this journey it can be quite debilitating and destructive. I've learned to recognize when I'm getting in my own way; I have mentors, friends, and colleagues that know me well enough to assist with accountability when that type A perfectionism becomes counterproductive.

Why choose UCF of all programs?

When I began actively looking at programs, I knew I wanted to move away from my hometown (Pittsburgh, PA) to expose myself to new and diverse experiences. In addition, I knew I wanted to attend a CACREP program that was nationally known within the field of counseling. The Counselor Education program at the University of Central Florida was all those things and more. To date it is one of the best decisions I've made.

What is the best thing about being a counselor?

One of the best things about being a counselor is walking on a journey with someone else. Being able to connect with clients and walk down a road with them as a support is one of the most fulfilling and unique experiences. I also love being able to see positive change overtime in working with clients. Those changes may occur slowly and may require time,

but when clients are able to develop coping techniques, gain new awareness, or address some unfinished business, I get excited.

Where do you see yourself professionally in the future?

Wow! That's a huge question. For now, I see myself working as a professor teaching and mentoring students. I suppose some of the same reasons I love counseling is why I also really love mentorship. I see myself remaining active in teaching, research, and service; however, my focus is really student development and to train-up the next generation of culturally responsive clinicians.

If you could give your 10-year-old self any advice, what would it be?

I think I would tell myself: "Michelle, it's ok that you feel different because you are different. You are unique and there is nothing wrong with that. In fact, as you grow you'll learn that your differences are some of your best assets. And please stop comparing yourself to others and competing. Your worth isn't contingent upon your ability to perfect skills better than others people. one day two little crumb snatchers (e.g., a nephew and niece) will look up to you and will listen to your stories about how you navigated childhood and adolescence. Do it for both you and for them."

What are some of the major struggles this profession must overcome?

I think as a profession we have integrated guidelines to address multiculturalism within core curriculum and practice; however, we still have a far way to go in truly accepting multiculturalism as a construct.

We must become vigilant in arming ourselves with information and experiences that widen our understanding of one another, even when it makes us uncomfortable. Strive to build bridges not barriers.

How has culture influenced your growth as a counselor?

Well that's a huge question. I think that my own cultural identities and understanding how my cultural context and the intersection of those identities impact my worldview has been significant in my development as a counselor. We all have a different view of the world given our own vantage points. It's been a journey fine tuning my perspective as I integrate the perspective of others and further explore the world and what it has to offer. Culture is everywhere, and it has become important within my professional and personal journeys to take to time experience it.

What advice can you give to young master's students in counseling?

Hmm... I would tell master's students at all levels to truly take advantage of the assignments provided within the program. Don't just write papers for the grade, truly engage in the process. If you must do a reflection within a course or if you're being asked to reflect on your past, I challenge you all to engage your heart in the process. Assignments in counseling programs have two major purposes: (a) to test students' skills and abilities and (b) to provide students with an opportunity to develop self-reflective skills. The latter is so important when you start to work with clients because this profession has a way of pushing unfinished business to the surface.

Alumni Spotlight: Liz Bernstein

My Journey from Career Confusion to Career Development

I've always been a late bloomer. I struggled during my time in the UCF Counselor Education master's program in Mental Health Counseling, because even as I reached the end of the program, I still didn't know what I wanted to be when I grew up. Even my experiences working in crisis management or outpatient counseling were not accompanied with a confident decision about my career path. After graduation in 2015, I fumbled a lot and had some false starts. I felt unmotivated, lost, confused and overwhelmed.

My realization and passion for college students was Happenstance Theory (Krumboltz) in motion. I was in an interview for a position traditional counseling position and the interviewer asked, "Why would you want this job? It looks like your population is college students." I was flabbergasted. I never realized how clear my interest path looked laid out on paper. What I thought was me settling in my comfort zone turned out to be my path all along. Those "ah-ha" moments, when a person can feel understood and empowered to make a decision about their future, is why I love the field of Student Affairs and Career Development.

I'm not passionate about résumés; I'm passionate about personal growth.

Helpers come in many shapes and sizes. Career Development is an important helping profession within the counseling field. If anyone has ever sat with a person going through the process of applying for jobs, it is clear how stressful and agonizing this process can be. It is clear how important to personal identity a job or career path can be. I personally experienced this feeling when I was job hunting post graduate school, and I continue to see this in my students today. Everything comes into question: If I take an unpaid internship, does that mean my work is not worthy? If I take a paid internship, does that mean I'm only focused on money? Choosing a career path has such a strong influence on self-image, confidence in decision making, and personal pride. I'm not passionate about resumes; I'm passionate about personal growth.

I am passionate about a student realizing that they are unique and gifted in a certain field. Sometimes, a student looks at their accomplishments and says "Yeah, but everyone can do that." I get to tell them, on the contrary, the skills they possess truly set them apart. The excitement I see on their face makes me feel alive. After a student has struggled, similar to how I have struggled, interview after interview and no letters of acceptance, and they finally tell me that they landed an opportunity, I get to rejoice in that with them! I also have a passion for high-fives. The emails from recruiters about how much they love working with our students are my passion. The presentations and the moments of realization are my passion. Sometimes the resumes are a means to that end. And when we can use those resumes to finally highlight the skills that a student never realized they possessed, that's a moment of victory.

I am no longer seeking licensure in Mental Health Counseling. Instead, I get to use my career path to expose students to the different ways they can live out their talents. I'm grateful for the UCF program every day for preparing me for this path in Career Development, Student Affairs, and Experiential Education. I didn't realize it at the time, but this career has been the sweetest victory.



Liz Bernstein is a 2015 graduate of the UCF Counselor Education program, focusing in Mental Health Counseling. She is currently the Assistant Director for Internship Programs at the Rollins College Center for Career & Life Planning.

Celebrating Our Humanity

with Reverend Nontombi Naomi Tutu

By Amber Norman

Reverend Nontombi Naomi Tutu, priest and social justice advocate, delivered the Keynote Address for the 2018 UCF Counseling Conference. Inspired by growing up in apartheid South Africa, Rev. Tutu's passion for human rights is deliberate and unwavering. Her talk to the counseling community centered on recognizing that helpers are human first, how oppression hurts, and how stories are essential to healing.

Rev. Tutu tasked us first to accept and know ourselves as fully human. She challenged the vulnerability of getting lost in the sacrifice of our work and the celebration of our service. She empathized that being the person everyone relies on makes us mythical. She reminded us that helpers are not immune to fault, fears or the concerns of life. It was a call to action—to compassion. It was a call to look at ourselves more honestly, to take ownership of our own fears so that we can effectively walk others through theirs.

Rev. Tutu confronted our sins of bias and oppression in signature fashion. Highlighting the insidious habit of “othering”, marginalizing our clients by the struggles they present and the identities they live in. She exposed our performative efforts of multiculturalism and inclusivity, asserting that the individuals and groups we defend are rarely part of the conversation. Instead, we make assumptions about marginalized groups, their needs, without ever actually connecting with them. When perceiving our clients, Rev. Tutu told us to remember, “there is a whole human with a whole story that came before the problem and, and a story that will be lived out after the problem.” She emphasized there is more to any individual than the behaviors they present. When we unpack the stories of those we serve, without imposing labels and stereotypes, we can finally hear their story. And our willingness to connect will inevitably reveal that our client's stories are as complete and complicated as our own.

At the end of her address, Rev. Tutu's arousing call to action was centered on resistance and empowerment. She suggested we build bridges with our privilege, improving access to not only resources, but creating access to feeling that undergirds the healing process. She took us to church as she imprinted a new lens from which to view our diversity not as a divisive distraction, but seeing our diversity as a gift from God. She supported the weary heart of the discouraged advocate. She normalized resistance as a difficult yet essential part of the change process. She encouraged us to lean on the teachers and elders for strength and sustenance when the fight for justice feels injurious and empty. Finally, she reminded us to always have fun in the midst of darkness.

Rev. Tutu engaged us in a necessary discourse that was critical to the veracity of our service. She inspired a curiosity about our intentions as helpers and demanded that we reevaluate our ideas around change and progress. As helpers, we are responsible for helping our clients speak for themselves and we must give weight to their voices. Dr. Tutu left us with hope, stirred our consciousness, and dared us to be brave.



There is a whole human with a whole story
that came before the problem, and a story that
will be lived out after the problem.

-Rev. Nontombi Naomi Tutu



American Counseling Association Conference 2018



The UCF Counselor Education Program showed up in style at this year's ACA Conference in Atlanta, GA. Kicking off the weekend, the first year Doctoral students "The Feisty Five" hosted the UCF Reception for Alumni, family and friends. We honored Dr. Mark Young and celebrated all his contributions to the UCF Counselor Education program and the counseling field at large. Under the initiation of Dr. Richelle Joe and the Association for Multicultural Counseling and Development, ACA went **RED** on Saturday to raise awareness for HIV prevention and advocacy. Our faculty and students lined the ACA program with presentations and education sessions, and represented in leadership roles across many ACA Divisions. At the Awards Ceremony, we celebrated our doctoral student's accomplishments. Seungbin Oh received the Courtland C. Lee Multicultural Excellence Scholarship Award. Jon Borland, Amanda DiLorenzo and Jayna Mumbauer took home Second Place in the ACA Student Ethics Competition. It is clear that the UCF Counselor Education Program continues to lead the profession in it's innovative contributions and standards of excellence.





Chi Sigma Iota Valentine's Day Special

A Marriage & Family Panel

On February 15, 2018, CSI held a Valentine's Day-inspired meeting. We hosted four marriage/couple, and family therapists who shared their experiences and insights working in the field.

They shared their theoretical orientations, ranging from family systems, CBT, and cultural-relational theory, in addition to techniques they found helpful working with individual clients and their families. They stressed the importance of the therapeutic alliance, highlighting the use of validation to connect with clients and empathize with their struggle. An additional highlight was the emphasis on teaching communication skills and "I Statements" to help children identify their emotions and communicate them to their family members. One of the therapists uses emoji magnets. The client picks three to four emoji's that describe how they're feeling, easing the task of accessing difficult emotions. Other helpful techniques mentioned include building individual relationships within the family and working on the couple relationship first to provide a stronger foundation for the rest of the family.

The therapists were asked what post-graduate school advice they would give current students. They encouraged us not to base our job performance off the client's satisfaction, as that gives a false sense of the work that we are doing. They encouraged us to be patient with clients during our practicum experience. However also cautioned that real life practice will not necessarily mimic our practicum and internship experience. Lastly, they encouraged us to learn ethics laws in whatever state we maybe be interested in practicing post-graduation, to take the licensure exam sooner rather than later. Again, our experience in the field may not echo the content of the exam, making the exam more difficult.

As a first-year Masters student on the Marriage, Couples, and Family Track, I found the feedback helpful in bridging the gap between the concepts we learn in class and how they apply in real-life practice. Since it will be a while before my colleagues and I graduate, it was very helpful to be told that the information we've already learned in class will be critical to good practice. The real-life experiences of these four practitioners provided a human face to impersonal knowledge thus far in the program. It was very refreshing and helpful. My hope is to be the best therapist I can be, facilitating change and healing for my future clients.



Joshua Allton
1st year Master's student
MCFT Track

Gender and Teen Dating Violence:

UCF Counselor Education Partners with Equality Florida

By Ella Shepherd, Sarah Perkins, Theo Champagne

Across the state of Florida, youth are learning about the components of a healthy relationship, primarily through their middle- or high-school health classes. Teaching this content fulfills a requirement outlined by Florida Statute 1003.42, which says, “The health education curriculum for students in grades 7 through 12 shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.”

There are a variety of resources that teachers and educators can use to help teach about positive relationship building; however, many are limited in addressing gender identity. Equality Florida, in partnership with the Multicultural Partnership of Organizers Working for Equity and Resilience (M-POWER), is developing a comprehensive lesson to address the conversation about relationships through expanding the understanding of gender and how gender expression, identity, and behavior can influence relationships. This lesson, titled Expect Respect, is designed to fit in with the curriculum and resources that already exist to prevent teen dating violence. The hope is for teens to develop a new understanding of the potentially damaging effect gender norms and stereotypes can have on a relationship. Conversations about the power dynamic that exists between female, male, gender non-conforming, and non-binary individuals can be challenging, so this lesson serves to ease the difficulty.

Teen dating violence has become a focus across the state, as students have been more vocal about sharing their negative experiences. The #MeToo movement has helped shine a spotlight on the prevalence of teen dating violence, sexual harassment and sexual assault.

The need for this comprehensive lesson became evident after frank conversations with professionals working in the realm of health education and domestic violence prevention. It was clear that the dated resources describing what relationships can look like did not reflect the changing nature of our society or the realities of the youth in our schools. When tasked with trying to combat these factors, Ian Siljstrom of Equality Florida, reached out to members of M-POWER, to create the new and updated lesson. The group comprises a revolving door of participants who have provided rich and varied perspectives. Many people have added their thoughts and ideas; the final product is an accumulation of these people's input.

The presentation is interactive with the hope of engaging young minds. The lesson begins by discussing ground rules about respect and identity (including, but not limited to: race, age, gender, ability, religion, sexual orientation, biological sex). Then, the group participates in activities that help the presenter gauge the baseline knowledge and readiness in the room. This helps the presenter determine where the presentation can go and how deeply a critical understanding can be explored. Near the end of the presentation, the group members exercise their new skills and knowledge with a case study, and lastly, the presentation wraps up with a conversation about pillars of positive relationships.

Steps are being taken to share this resource, so educators will have another tool to combat teen dating violence. The lesson is in the trial phase, which includes being presented to groups, such as the Florida Coalition Against Domestic Violence (FCADV), leaders in preventing teen dating violence. FCADV currently acts as the professional association for Florida's 42 domestic violence centers. The lesson will next be rolled out to some students, to gauge the effectiveness of the lesson in empowering young people to help them develop strong and healthy relationships. After thorough review, the eventual goal is to have the lesson incorporated into the health curriculum of willing school districts, and to have it utilized by shelters across the state that interact with youth on a consistent basis. The hope is that by providing a resource that allows educators to have a conversation about gender norms and stereotypes, we can reduce abuse, minimize stress, and lower the frequency of unhealthy relationships. The final version of the lesson is intended to be posted and available online for anyone to use.

Health classes in schools across the state are no longer mandatory and continue to lose validity as state tested subject continue to be the focus of many school districts. As a result, youth are getting fewer opportunities to learn about healthy relationships as well as substance abuse, HIV/STD prevention, mental/emotional health, nutrition, and financial literacy. Ian continues to work to try and expand health education, as well as services such as teen health centers across Florida. The expansion of health education will only be possible when we begin to pressure our elected officials from school board members to state representatives to begin to ensure all our students are getting comprehensive health education.

M-POWER

Multicultural Partnership of Organizers
Working for Equity and Resilience

Building Community through Conversations

By Savannah Wheat

Cultural Encounters are community dialogues hosted by the Multicultural Partnership of Organizers Working for Equity and Resilience (M-POWER). These conversations are dedicated to increasing cultural competence within the counselor education and UCF community. Cultural encounters are held once per month and cover a variety of topics. Here is a summary of the topics covered during the spring semester.

January: The Impact of Language on Marginalized Groups

The facilitators presented several words and phrases on a screen that tend to be derogatory and/or problematic to different groups of marginalized people (LGBTQ+, women, ethnic minorities, etc.). After looking at the words and silently reflecting for a moment, participants were invited to speak about what stood out most to them (whether certain words or phrases produced negative reactions or confusion).

One phrase that puzzled a few participants and myself: “You’re so sweet.” I tend to see and use the word “sweet” as a compliment, but other participants explained how the word is often used in a condescending tone, to simplify or belittle them. We talked about how neutral or positive words can hold negative meanings depending on the person using it and the situation they use it in (such as “Bless your heart” or “He/she’s so precious”). Other members shared how religiously charged statements, like “I’m praying for you” or “God bless you” can make nonreligious people feel uncomfortable or singled out. While the person using the words feels they have a positive impact, the underlying meanings may imply the other person needs religion, religious help, or that they are doing something wrong. These examples emphasize one of the main tenets of this Cultural Encounter: Impact is important and independent of intention. It is beneficial to examine the impact our language has on others, and how we can work to be more sensitive to others’ needs and avoid harm.

Another key takeaway from this Cultural Encounter, discussed toward the end, is about how we can feel empowered enough to challenge others, particularly our loved ones, when they use problematic language, or when they do not realize the impact their choice of words has on others. One aspect of this involves the reclamation of language by marginalized groups, and how they can turn negatively-charged words and insults into powerful markers of their identities. A significant reminder is to approach change with grace and patience with people who may be unaware about the impact of certain words and their underlying meanings on groups of marginalized people.

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February: #MeToo

Facilitators began by discussing the #MeToo movement in general, and then narrowed the conversation into how sexual assault and violence impacts the arts (Hollywood especially) and our daily lives. The movement impacted me because so many of my friends were empowered to share their experiences and stories, or even just acknowledge them, through the spread of the movement.

We examined internal and external struggles related to sexual assault. Collectively, we listed several complicating factors from shame and self-blame (internal) to discussing perpetrators and myths surrounding who perpetrators are (external). This becomes complicated because while our caretakers and society tell women to be afraid of strangers who could harm us, perpetrators are most often people we know and love (family, friends, significant others).

In addition to discussing sexual assault, other students discussed micro-aggressions and sexism they encounter on a daily basis. Many shared how the threat of sexual assault or violence often kept them from speaking out. I can relate to this as a young woman going to college: I often feel unsafe walking alone around campus or in parking garages after dark, or apprehensive when talking with male students.

The discussion also allowed me to learn more about who is left out of the movement, specifically the LGBTQ+ population and racial/ethnic minorities. I think the lack of inclusion in the movement mirrors society's way of misrepresenting or excluding the experiences of marginalized populations in news reports and statistics. We watched a video about race in the #MeToo movement and intersectionality in feminism as a whole. The video prompted me to examine the deficits in my own advocacy and understanding. I appreciate the chance to reflect upon these issues in a space where I can process my reactions in a supportive, nonjudgmental environment.

The group concluded with mention of the "Time's Up" movement in Hollywood and UCF's Let's Be Clear campaign. The facilitators challenged us to do more for communities, and to also take care of ourselves. I feel like the self-care aspect is underappreciated in advocacy, and deeply appreciated the facilitators emphasizing that point.

March: DREAMERS and Coping with Constant Uncertainty

The March Cultural Encounter gave me a wonderful learning opportunity to dive deeply into immigration programs Deferred Action for Childhood Arrivals (DACA), Temporary Protected Status (TPS), and the Development, Relief and Education for Alien Minors Act (DREAM Act).

This Encounter centered the humanity and emotional pieces of a Dreamer's experience. The Encounter began with a word association activity, which prompted an honest exploration of the participants' understanding and emotional connections to DACA, Dreamers, and TPS. For participants who were unaware of some definitions, legislation, and details of these terms, the facilitators were able to clarify the legal aspects and speak to what that means for individuals living under these temporary protections.

This Encounter included a special guest, Michael John, from the UCF Social Justice and Advocacy office.

M-POWER invites you to join us for upcoming Cultural Encounters this year. Stay tuned!

Letters from Young Therapists: Reflection Series from Masters Students

As a cohort we reflected on our second semester in the Counselor Education program at UCF, and this is our second installment in a series of reflections which we will submit to the newsletter each semester. Reflections are in no specific order.

For many of us this semester has been a mixed bag of comfort (because we are finally settling in to our graduate school lifestyles) and jitters (as practicum looms closer). This semester we celebrated the rise of Wakanda with the release of Black Panther and we rooted for our American teams in the Pyongyang Winter Olympics. Unfortunately, this was another semester set to the soundtrack of gun shots as the school shooting in Parkland, Florida hit especially close to home. And when all the lights went out at UCF on one eerie Thursday evening, many of us sat in darkness hoping we would not be the next news story. It was a bleak but powerful moment that made us appreciate the important role we will hold as counselors in the future. As a cohort we are continuing to grow as professionals and friends and are looking forward to an action-packed summer.

Coordinated by Andrea Piazza

Contributions by Evelyn Martinez, Callah Hennessy, Savannah Wheat, Christian Velez, Samantha Lynn Kalousek, Jennifer Dougherty, Megan Whitman, Kalen Koch, James Rodolf, Stephanie Richard, Justin Martin, Krista Roehlig, Nicole Jarman, Raquel Toro, Kaitlyn Shelp, Chelsea Vensel, Chelsea Murray, Jill Pankow

This semester is making the future more foreseeable. I am beginning to see the connection of what we are learning to our future practice, and it makes me excited to see the progress we will all make.

I enjoy that this semester is more structured and gets deeper into the information and skills we will use within counseling. I look forward to utilizing what I learn in both diagnosis and group in the fall with practicum.

Second semester has pushed me out of comfort zone and forced me to take chances. I speak up more in classes, groups, and club meetings, and am comfortable sharing my thoughts and reactions to what others say. I feel connected to more of my classmates and look forward to the semesters to come.

The second semester is more demanding than the first. The homework piles up and so does the reading for the following week. Make time with your colleagues for some social interaction, it's a good breather moment. My personal advice to prepare for midterms is to strategize your assignments so you can make time to study. Do

I feel as though my group counseling class has been the most beneficial to my own mental health, but what I'm learning in my diagnosis and treatment class is definitely crucial information to know as a future counselor. I'm kind of starting to see where I want to fit in the professional world and I'm eager to keep learning.

This semester so far has been a mixture of learning to enjoy life outside of grad school by building close relationships with the incredible people in my cohort. I'm also petrified at the fact that we start practicum in 6 months.

This semester has upped the ante on personal growth. Connecting myself with the counselor identity has shown me where I am thriving, and where I need healing. It feels like the biggest challenge this semester.

I have made so many connections with cohort members, faculty, and the community and learned a great deal about how motivated I am to become a school counselor. I am eager to move into the second half of this program learning and finessing techniques learned in class in practicum and internship.

I started my second semester with more openness to this experience and have found that as we move forward, especially when we are able to take classes with students who are not in our cohort, I have found my "almost" stride. I am looking forward to the other side of this process.

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This semester has increased my social life but decreased my studying motivation.

Things start to settle, and you start to see that you are made to succeed in this program. The confidence of being a learning professional becomes to overtake you, then you realize you're only in year in the program

This semester has been a time for growth for me and strengthening relationships

My classes this semester make me even more excited to be in this field. I've learned such a large amount of material in such a small portion of time. I can't wait to continue learning even more relevant skills, techniques, and information

This semester has been a welcomed step up and I'm excited to continue to learn and grow as a counselor.

This semester has continued to change me in a positive way as both a person and a future counselor. Also, this semester's classes have made me even more excited to become a counselor. I also have realized how grateful I am that I chose UCF as the school to begin my journey as a counselor.

This semester has really taught me the importance of time management. Although there has been a lot of reading, recognizing concepts that we've discussed in class, outside of the classroom, is quite refreshing!

This semester has really grounded me in practical applications.. I am even more excited to keep growing and put to practice the things that I'm learning.

Spring semester seems like it's going by so quickly! Classes are still difficult, but the program has turned out better than I expected. #stilltrustingtheprocess.

Grad school comes at you fast! Being a second semester student, I felt intimidated by the thought that practicum was already only about a semester away. The change in pace from first to second semester was abrupt, going from intro to diagnosis and treatment really threw me for a loop. But it feels as if there is a cohesive, steady rhythm to the program, and I love how everything ebb and flows.

My second semester of grad school seemed to be full of reflections, quizzes, and group therapy emotions. I continued to learn that self-care and a routine are of the utmost importance and reading for each class is imperative. I can't wait for what lies ahead - I know it will be nothing short of a wonderful challenge.



(Re)presenting UCF

Presentations

Barden, S. M., Dillman Taylor, D., & Carlson, R. (October, 2017). Investigating the Impact of Relationship Education for Couples: A Randomized Controlled Trial. Paper presented at ACES Conference 2017, Chicago, IL.

Bennett, C. M., & Lambie, G.W. (2018, April). Neurofeedback training for stressed and anxious college students: A call for counselor educators to connect. Paper presented at the American Educational Research Association (AERA) Conference in New York, NY.

Blount, A., Dillman Taylor, D., Martin, J., Wood, A., & Bjornsen, A. (October, 2017). Wellness Discrepancies in Helping Professionals: Wellness as a Superpower. Paper presented at ACES Conference 2017, Chicago, IL.

Young, M. E. (April 2018). Creative couples counseling. Preconference Learning Institute, American Counseling Association World Conference, Atlanta GA.

Gutierrez, D., & Young, M. E. REPLAN for treatment planning. American Counseling Association, World Conference, Atlanta, GA.

Corey, G.... Young, M. E. (April, 2018). Is there a book inside of you? American Counseling Association World Conference, Atlanta GA: (Invited).

Dillman Taylor, D. (January, 2018). Integrating interpersonal neurobiology into the Adlerian play therapy process. 10th Annual UCF Counseling Conference. Orlando, FL

Gutierrez, D., & Young, M. E. REPLAN for treatment planning. American Counseling Association, World Conference, Atlanta, GA.

Kim, N., & Lambie, G. W. (2018, April). What affects school counselor burnout? Implications for school counselors. Paper presented at the American Counseling Association (ACA) Conference in Atlanta, GA.

Lambie, G. W., et al. (2018, April). Division E fireside chat: Adolescent mental health in schools and community: Supporting students and families in an uncertain political landscape. Paper presented at the American Educational Research Association (AERA) Conference in New York, NY.

Perleoni, M. K., Lambie, G. W., Joe, J. R., & Kelchner, V. (2018, April). School-based counseling with elementary school students in low SES communities. Paper at the American Counseling Association (ACA) Conference in Atlanta, GA.

Young, M. E. (April 2018). Creative couples counseling. Preconference Learning Institute, American Counseling Association World Conference, Atlanta GA.

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Publications

Blount, A. J., & Lambie, G. W. (in press). Development and factor structure of the Helping Professional Wellness Discrepancy Scale. *Measurement and Evaluation in Counseling and Development*.

Bloom, Z., & Dillman Taylor, D. (in press). The online dating intensity scale: Exploratory factor analysis in a sample of emerging adults. *Measurement and Evaluation in Counseling and Development*. (Submitted for review 06/2016; Revise/Resubmit 11/2016; 3/2017; Accepted 10/2017).

Bloom Z, D., & Lambie, G. W. (in press). The Adolescent Measure of Empathy and Sympathy in a sample of merging adults. *Measurement and Evaluation in Counseling and Development*.

Dillman Taylor, D., **Gungor, A., Blount, A. J., & Mullen, P. (2018). Personality priorities and perceived wellness among counseling trainees. *Journal of Individual Psychology*, 74(2), 188-206. (Submitted for review 03/2017; Revise & resubmit 05/2017; Accepted 06/2017)

Dillman Taylor, D., Bratton, S. C., & Henson, R. K (in press). Confirming the constructs of the Adlerian Personality Priority Assessment (APPA). *Measurement and Evaluation in Counseling and Development*.

Granello, D. H., & Young, M. E. (2013, 2019). *Counseling today: Foundations of professional identity*. Upper Saddle River, NJ: Prentice Hall.

Gutierrez, D., Merrill, E., Conley, A., & Young, M. E. (In press). Experiences of new meditators. *Counseling and Values*.

Harris, S., Lambie, G. W., & Hundley, G. (in press) The effects of neurofeedback training on college students' attention deficit hyperactivity disorder symptoms. *Counseling Outcome Research and Evaluation*.

Lambie, G. W., *Mullen, P. R., Swank, J. M., & *Blount, A. J. (2018). The Counseling Competencies Scale: Validation and refinement. *Measurement and Evaluation in Counseling and Development*, 51(1), 1-15.

Lambie, G. W., Blount, A. W., & Mullen, P. R. (2017). Establishing content-oriented evidence for psychological assessments. *Measurement and Evaluation in Counseling and Development*, 4, 210-216.

Mullen, P. R., Blount, A. W., & Lambie, G. W. (in press). School counselors' stress, burnout, and job satisfaction. *Professional School Counseling*.

Sherrell, R. S., & Lambie, G. W. (in press). The contribution of attachment and social media practices on relationship development. *Journal of Counseling and Development*.

Awards & Accomplishments

Megan Whitbeck was awarded Third Place Award for poster titled: Does the Working Alliance Predict Psychological Distress for Participants in Psychoeducational Groups?, UCF College of Education and Human Performance Annual Research Showcase (Local)

Ashley Gersh is the 3rd Annual Charles English Scholarship Essay Contest Winner, Mental Health Counselors of Central Florida (MHCCF - Local)

Arin Burns got engaged in front of the Eiffel Tower!

Dr. Mark Young is listed as a "prominent name" in the counseling profession in Sam Gladding's *The Counseling Dictionary* (4th ed.)



Upcoming Conferences

Traumatology
Symposium

Orlando, FL

June 8-9, 2018

Black Mental Health
Symposium

Charlotte, NC

September 27-28, 2018

Florida Counseling
Association Convention

Tampa, FL

October 5-6, 2018

EB-ACA Conference

Athens, Greece

October 6-7, 2018

Southern Association for
Counselor Education
and Supervision
Conference

Mrytle Beach, SC

October 11-13, 2018

Caribbean Regional
Conference of
Psychology

Kingston, Jamaica

November 12-16, 2018

Sincerest thanks to all Newsletter Contributors!