

# CPS NEWS

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## GEORGIA STATE, CPS, AND ACA

BY DEREK SCHROEDER

The CPS department is proud to announce that two faculty members are presidents of ACA divisions for the 2006-2007 term, the first time in Georgia State's history. These achievements go to Dr. Chung, who holds the presidential position for the National Career Development Association (NCDA) and Dr. Dew, the president of the Association for Gay, Lesbian, and Bisexual issues in Counseling (AGLBIC). Not only do their organizational positions positively influence their own professional careers, but also Georgia State University, the College of Education and our department. "This recognition can help us with recruiting students from strong programs in other states into our counseling and psychology programs," stated Dr. White.

Both Dr. Chung and Dr. Dew bring their professional and personal knowledge and experience to their presidencies. Dr. Chung's three main presidential themes are: 1) international collaboration between organizations, 2) multicultural issues in the workplace, and 3) collaboration with national career organizations. He sees collaboration as a very important step towards fostering understanding, sharing, and inclusive appreciation rather than division, unhealthy competition, and oppression. Dr. Chung remarked how his presidential themes are related to him and his experiences: being international, a minority, and also crossing over from psychology to counseling.

Speaking about future directions of the counseling profession, he sees a more culturally sensitive process of globalization that includes linking America to the rest of the world. Within career counseling, more theories that incorporate minority populations will need to be developed. In summary, his vision is

"Integration and Collaboration within a Multicultural World."

Dr. Dew, a member of AGLBIC since graduate school, stated that AGLBIC is second in overall membership retention, with about 700 members, and is growing in number. Recently at the 2006 ACA conference in Montreal, AGLBIC hosted 8 same-sex marriages, making AGLBIC more visible.

Some of Dr. Dew's presidential goals include: increased membership, demonstrating the importance of leadership, printing a journal "GLBT Issues in Counseling" for the first time, and educating the counseling profession about the GLBT community and addictions. Dr. Dew has already presented in numerous conferences (IAOC?) on these topics and some of his current research looks at the relationship between meth and HIV and HIV in the Atlanta Transgendered community. In the next decade, Dr. Dew, like Dr. Chung would like to see more collaboration, especially between the ACA and its divisions, as well as abolishing unethical practices such as reparative therapy.

Dr. Dew had the following advice for those interested in a future leadership position: 1) Find good mentors, 2) Get involved early and make the effort—there are many opportunities, 3) Be intentional and have passion for what you do, and 4) Make relationships with other board members.

Thanks to Dr. Chung and Dr. Dew for their devotion to the advancement of our counseling profession and dedicated advocacy for equality. We are very fortunate and honored to have such passionate leaders, mentors, and role models in our department.

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## From the Editor...

As a student in the CPS Department, I have read our newsletter each year and have been amazed by the insightful contributions of students, staff, and faculty. Hence, when I obtained the position of newsletter editor I was extremely excited.

I am very proud of this newsletter because it has exceeded my expectations. Yet it is important to note that this was NOT done alone. I was amazed at how many people wanted and were willing to contribute to this issue. Each article has been thoughtful and inspirational to read. As this issue developed, the diversity of interests, specialties, and worldviews within our department vividly emerged. I am a firm believer in the saying, "it takes a village", and the village supporting this newsletter has been phenomenal. A huge thank you goes out to my assistant editor, Laurel Watson, who in the midst of planning her wedding gathered energy to be an instrumental part of the development of this newsletter. It has been such a pleasure to work with such an outstanding colleague and now, friend.

Next, my sincere gratitude goes to my faculty liaison and advisor Dr. Y. Barry Chung. His dedication to the pursuit of scholarship and our department is apparent and inspiring. Additionally, his commitment to mentorship has been invaluable to many within our department. I also must thank all of the staff liaisons who contributed to this issue of *CPS NEWS*. It is the efforts and energy of these individuals which has contributed to the quality of this newsletter. Your willingness to take time from an already crunched schedule to write such enlightening articles is truly appreciated. It has been an honor to edit this newsletter and I hope all of you enjoy reading this issue as much as I did!

- Stacy Frazier

## Upcoming Conferences

BY KATIE GANSKE

**November 9<sup>th</sup>-12<sup>th</sup>**

*National Rehabilitation Association Training Conference, Orlando*

**January 24<sup>th</sup>-26<sup>th</sup>**

*National Multicultural Conference and Submit, Seattle*

**February 9<sup>th</sup>-10<sup>th</sup>**

*Southeastern Conference on Cross-Cultural Issues in Counseling and Education, Savannah*

**March 8<sup>th</sup>-11<sup>th</sup>**

*Annual Conference of the Association for Women in Psychology, San Francisco*

**March 23<sup>rd</sup>-25<sup>th</sup>**

*American Counseling Association Convention, Detroit*

**March 27<sup>th</sup>-31<sup>st</sup>**

*National Association of School Psychologists Convention, New York City*

**July 6<sup>th</sup>-8<sup>th</sup>**

*National Career Development Association Conference, Seattle*

**August 17<sup>th</sup>-20<sup>th</sup>**

*American Psychological Association Convention, Toronto*

## MESSAGE FROM THE CHAIR

Dear Students,

Welcome to the 2006-07 academic year in the Department of Counseling and Psychological Services (CPS). I hope that you have had an exciting and rewarding fall semester. I also hope that you have found the department to be a welcoming and stimulating place and that you are feeling good about your choice to enter the helping professions.

Again this year as in years past, we are very fortunate to have three new, and very talented, faculty members. You can read in detail about them in a feature article in this edition of the newsletter, but I want to extend my personal welcome to Dr. Barbara Gormley who joins us from the University of Miami, Dr. Andy Roach who joins us from Vanderbilt University, and Dr. Lauren Wynne who joins us from the Gwinnett Public schools where she has worked as a school counselor for several years.

I am always encouraged by the accomplishments of the CPS faculty and students each year. This year Dr. Brian Dew and Dr. Barry Chung are serving as Presidents of Divisions of the American Counseling Association. I believe that this is "a first" for a university program to have two ACA division presidents. Dr. Dew is President of the Association for Gay, Lesbian and Bisexual Issues in Counseling, and Dr. Chung serves as the President of the National Career Development Association. I know that you all join me in congratulating these two talented leaders. They represent us well.

CPS doctoral students continue to shine through their workshop presentations at conferences, publications and their contributions to the department. I appreciate our doctoral students very much, especially their willingness to provide excellent classroom instruction in our undergraduate classes, Interpersonal Skills, and Group Counseling.

CPS is a strong and vibrant system of faculty staff and students working together to achieve excellence. We are dedicated to maintaining our accreditation which ensures that students are receiving the best curriculum possible. We are dedicated to professionalism as evidenced by our faculty and student involvement in professional organizations, and we are dedicated to training counselors and psychologists who understand and have internalized best ethical practices for the good of all clients. I'm pleased that you have joined in this effort and encourage you to take advantage of the many wonderful opportunities available to students in the CPS Department. I look forward to interacting with you throughout the year.

Sincerely,

JoAnna White,  
Chair



## Managing Stress on the Job

By Rebecca Skoczylas

As part of my larger initiative of finding ways to keep my sanity during internship, I interviewed my supervisor, Melisha Gilreath. Melisha has been working as a school psychologist for a number of years, the last eight of which she has been in Fulton County Schools. As someone who is beginning the transition into the career world, I was interested to find out how Melisha has been able to keep it together all these years.

### How long have you been working as a school psychologist?

Thirty one years altogether. One of my more interesting experiences was when I worked at Ft. Benning Dependent Schools in Columbus, GA. It was very different because with the military families, we had to be proactive and do a lot of early intervention.

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**(STRESS ON JOB CONT'D FROM P. 3)**

These kids were dealing with so much, such as being separated from their parents and frequent moves. I was the first school psychologist they had, so I really helped pave the way in developing their procedures. I've also worked in Louisiana, North Carolina, and now I'm in Fulton.

**Wow, sounds like a great experience. You really have been in the field for quite some time. What is your favorite part of being a school psychologist?**

I enjoy working with students, teachers, and parents. Consultation is my favorite part of my job. We are problem solvers. We listen to students and adults with concerns, and then assist them in defining the problem, developing strategies, and evaluating their plan of action. I also enjoy putting together information from different sources; observations, teacher rating scales, and then my own testing. This way you really get a comprehensive view of each student's abilities.

**It seems that our jobs can often be very stressful. How have you been able to manage the stress and avoid the burnout all these years?**

Having a plan for every day, being flexible when those plans change, and learning to write reports during school hours.

**What is the best piece of advice that you can give us grad students in school psych?**

Everybody wants to share their problems with us. So you need to find ways to decompress and keep your positive energy flowing. Not only does everybody want to vent to us, they expect us to solve all their problems. We need to keep in mind that we can't solve everyone's problems; we can listen and then facilitate their thinking through the issues. You also have to remember that timelines are very important.

I think too that people also need to know how much PR is in this job, we have to make a point of being visible. We're not in one building all the time, they don't know what we do, and they need to see us doing things that are positive for students, teachers, and parents.

In conclusion, our role has so many components that we constantly juggle: assessment, consultation, counseling and program development / evaluation. It is the variety that is both invigorating as well as challenging. It is important to manage our personal stress while keeping up our energy and enthusiasm because we impact so many lives.

Students and Faculty: Check out the GSU school psychology website at <http://education.gsu.edu/schoolpsychology/New%20Site/index.html> where you can find information about our program, our student organization (SASP), and the field of school psychology. Enjoy!

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## **New Faces and Potential Mentors in the CPS Department**

BY TRISHA RAQUE-BOGDAN

Three professors, Dr. Lauren Wynne, Dr. Andrew Roach, and Dr. Barbara Gormley, joined the faculty of the CPS department in fall 2006. As I spoke with each of them, the theme of mentorship continuously reoccurred. They have been fortunate to have had supportive mentors throughout their academic careers, and each of them expressed the desire to serve as encouraging and affirming mentors for students at GSU. So take the opportunity to learn more about Dr. Wynne, Dr. Roach, and Dr. Gormley and possibly seek one of them out as a mentor!

### ***Dr. Lauren Wynne***

Although Dr. Wynne is officially a new faculty member in the School Counseling program, she has been a part of the CPS department for nearly ten years as a former student and part-time instructor. Originally from Lakeland, Florida, Dr. Wynne received her BS

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**(NEW FACES CONT'D FROM P. 4)**

and Master's from the University of Florida before obtaining her Ph.D. in Counseling at Georgia State in 2000. Dr. Wynne serendipitously stumbled into the counseling profession after attempting to follow her dream of becoming a meteorologist by taking the required courses of introduction to telecommunications and introduction to psychology. Fortunately, she received a better grade in psychology, so she decided to pursue it rather than meteorology!

While practicing as a counselor in Florida, Dr. Wynne worked with individuals who had either attempted or been affected by suicide. But when she began her studies at GSU, she took the play therapy course at the suggestion of Dr. JoAnna White, one of her mentors, and Dr. Wynne realized she had found her calling. Dr. Wynne explains that, "I worked on the far end of distress, and that made me really want to be more of a prevention person, and that's what created my shift from professional counseling to school counseling." Dr. Wynne hopes to touch children's lives in such a way that continues to reverberate throughout the rest of their school years and beyond. Moreover, Dr. Wynne's career path speaks to the importance of being open to "suggestion," especially when it comes from a trusted mentor!

Dr. Wynne teaches play therapy, advanced group therapy, and serves as a supervisor for the professional, rehabilitation, and school counseling practicum and internship. Utilizing an Adlerian approach, she also teaches play therapy techniques to teachers and parents. When she is not at Georgia State, Dr. Wynne spends her time with her adorable six-month old daughter Miranda, her husband Randy, her dog Sadie, and her two cats E.T. and Joey.

**Dr. Andrew Roach**

Dr. Andrew Roach, a school psychologist specializing in large-scale assessment, first gained exposure to the field of education while completing a study abroad program in Denmark during his junior year of college. After working as a day camp counselor the following summer, Dr. Roach realized that he enjoyed working with children. Upon his graduation from Whittier College in southern California, he decided to pursue a MA in Education from The Claremont Graduate University. Dr. Roach then taught in elementary and middle schools for nine years. His vast array of teaching positions in a multitude of environments, ranging from an ESL instructor in an urban elementary school to the chair of the English department of a newly restructured middle school, ingrained in him the importance of valuing and respecting teachers' judgment, a belief which continues to infuse his current research.

At the urging of a school psychologist, Kristen Powers (currently an associate professor and the director of the Educational Psychology Clinic at California State, Long Beach), Dr. Roach decided to pursue a Doctorate in Educational Psychology at the University of Wisconsin-Madison. Besides learning how to drive in 12 feet of snow, Dr. Roach experienced an intellectually stimulating academic environment at Wisconsin. Under the mentorship of his advisor, Dr. Steve Elliott, Dr. Roach completed a dissertation titled "The Wisconsin Alternate Assessment for Students with Disabilities: Influences on Student Performance and Stakeholder Satisfaction." After receiving his Ph.D. in Educational Psychology, Dr. Roach spent two years at Vanderbilt University as an assistant professor and coordinator of a research center before coming to Georgia State.

Dr. Roach noticed a collaborative spirit in Georgia State's CPS department, which is one of the main reasons he is excited to be here. He encourages students to take advantage of all opportunities that present themselves, even when it seems that students' schedules are already overloaded. Dr. Roach suggests that, "When you are feeling stressed out, try to remind yourself of how fortunate you are to be able to do things that you really like doing and that very few people get an opportunity to do. This [graduate school] is a pretty special opportunity."

Dr. Roach teaches CPS 6150 and is researching alternate assessments for students with disabilities as part of the testing requirements of No Child Left Behind. More globally, Dr. Roach applies ecobehavioral theory at a systems level to educational policy research. If you have a chance, stop by Dr. Roach's office to say hello, ask about his 16 year-old Cockerpoo Sandy, tell him about any good books you have read recently, and flip through his copy of *The Little Book of Stress* for a good laugh.

**Dr. Barbara Gormley**

Originally from the Wolverine State, Dr. Barbara Gormley began her academic career at the University of Michigan. There she enrolled in a psychology course titled "Project Outreach" through which she volunteered at a battered women's shelter. She immediately loved volunteering at the shelter, and spent many Friday evenings there, much to her friends' dismay. But she knew she had found her passion.

After college, Dr. Gormley held various positions at domestic violence shelters in rural parts of northern Michigan, working with families and adolescents in crisis school settings, mental health settings, and family intervention programs. Although she enjoyed and valued working with individual clients and families, Dr. Gormley decided to return to school so that she could take on the roles of

**(CONT'D ON P. 6)**

## (NEW FACES CON'T FROM P. 5)

researcher and supervisor in addition to that of a therapist. Dr. Gormley wanted to redirect her energy to creating change at a large scale level.

Dr. Gormley received a MA in Counseling from Central Michigan State before pursuing a Ph.D. in Counseling Psychology from Michigan State University. Her doctoral work with Dr. Frederick Lopez involved a focus on attachment theory, and her dissertation was titled "Antecedents to Psychological Abuse: Adult Attachment, Gender, and Defense." Within the last few years, Dr. Gormley has researched intimate partner violence and multicultural feminist theory and mentoring, among many other topics.

Dr. Gormley currently supervises students completing their internship. When asked what words of wisdom she offers her students, Dr. Gormley provided a new perspective on the ever-so-pervasive feelings of anxiety that often accompany the internship experience. She explained that, "Anxiety can be really helpful if you let it be. If you can channel your anxiety into being productive and into doing the things that you need to do, and into letting it push you forward, it can take you places that you would never go any other way." So rather than let anxiety weigh you down, let it propel you forward into new challenges.

On a much less anxiety-provoking note, Dr. Gormley moved to Atlanta in mid-July and has enjoyed exploring her new neighborhood of Virginia-Highlands. She also relaxes by practicing yoga and training for power walk marathons, including the annual marathon in Big Sur, California which she completed a few years ago.

## Internship: Giving and Receiving

BY RON HERNDON

In January of 2005, most of my classmates and I were anxiously, and somewhat apprehensively, starting to explore the various internship opportunities available to us in the Counseling and Psychological Services department. Many of us felt like we were still on unsettled ground when we thought of our theoretical orientation and approach to counseling. Personally, I felt at a disadvantage somewhat, not having a psychology or counseling background, so I made every attempt to learn more about the sites and get input from my 2<sup>nd</sup> year peers. I attended a lunch and learn sponsored by LAPC-SAO where peers discussed their internship and supervision experiences. I also attended the Internship Career Night sponsored by CSI to gather firsthand information from some of the internship sites and their representatives.

I perused the various sites and recall my stop at one vendor in particular whose table display and marketing materials were quite impressive. I introduced myself to the young lady at the booth and she began to tell me about Skyland Trail, a nationally recognized treatment facility for Schizophrenia, Bipolar Disorder, and Major Depression located here in Atlanta, Georgia. I was attentive and very interested in the holistic approach of the facility, but inside I was thinking that this was probably not the place for me, as I had never been in a clinical setting, much less for the severely mentally ill. Nevertheless, I gave her my resume and continued to make the rounds.



In February 2005 I began to make contacts and schedule interviews. I went on several interviews and had a couple of possibilities in mind before interviewing with Skyland Trail, but decided to keep an open mind during the interview. As the interview progressed, I began to have that gut feeling that this was the place for me. The programs offered the diverse experience I was

looking for in an internship and there was a sincere sense of caring among the staff. My lack of clinical experience and perceived deficits did not seem so important anymore as I began to realize the potential for personal and professional growth. I accepted the internship at Skyland and looked forward to joining the facility in the fall.

I had many wonderful, affirming experiences at Skyland Trail. Naturally, I felt a little shaky and somewhat scattered at first, but I had a great supervisor and many mentors who were always available for support. Skyland allowed me the freedom to develop my skills and personal counseling style in a progressive, nurturing environment. The nurturing atmosphere was probably the one aspect about Skyland that impressed me the most. I always felt that we were united in our desire to put the client's needs first and treat them with the respect and care that they so often failed to receive in society.

My clients so desperately wanted to live 'normal' lives and they continually challenged me to think about the elusive concept of 'normality' set by society. Modeling consistent caring and concern in my counseling and daily interactions with the clients served as a platform to see the powerful tool of encouragement make a difference in their lives. The severely mentally ill face so many challenges, not the least of which is to be regarded as human beings who are trying to find their place and make a contribution. I believe I was able to make a meaningful contribution to their lives, but in my reflections of them I have come to realize the immeasurable gifts they gave to me personally and professionally.

# Getting to Know the New CEP Doctoral Students

BY KARIN SMITHSON

The Counseling and Psychological Services (CPS) Department is very lucky to welcome a truly terrific trio of new doctoral students into the Counselor Education and Practice (CEP) program. I recently asked each of them some fun and factual questions about themselves and found out some remarkable tidbits about **Stephanie**, **Alonso**, and **Phillip**.



Meet **Stephanie Eberts**, a woman who brings with her a wide range of passions. For instance, she loves Georgia football, used to teach French, and proudly talks about family roots that run deep in Louisiana. She hails from New Orleans, and remarkably, all relatives on both sides of her family still live there. She chose to come to Georgia State University (GSU) because our strong reputation and positive atmosphere “just felt like a good fit” for her. She plans to pursue a career in counselor education as well as work to create developmentally-based and needs-based school counseling programs in the community.

In her free time, Stephanie says that she loves to read, travel, go to farmers markets, watch decorating shows, and spend time with her friends. She also loves her dogs and laughs at the way her dog, Ruby, “sleeps belly up with all of her legs in the air.” How adorable! Stephanie is inspired by children and by people who “remain positive and passionate in the face of adversity.” On the other hand, she does not care for those who “think that they are always right;” and bullies, roaches, and rodents will have her running the other direction – in Stephanie’s words, “Ew!” A funny fact about Stephanie’s childhood is that she would “blast classical music” from her bedroom when angry, which is something that her parents still find “endearing and quite funny.” Stephanie is indeed a unique and passionate person, and if we ever hear Beethoven blaring from the doc lab, we’ll know who’s blowing off some steam!

Let me introduce **Phillip Gnilka**, world traveler. Phillip grew up in Charlotte, NC with parents who both have graduate degrees with strong interests in the sciences. Phillip states that this influenced both he and his younger brother to currently pursue doctoral degrees in counseling education. While at Wake Forest, Phillip was told about the great program that we offer at GSU, and since he loves big cities, Atlanta was a “great fit” for him. It was the dinner party that the CEP faculty and students hosted for new doctoral student candidates that particularly impressed him, and now that he is a part of the GSU family, he plans to “keep an open mind” about what his future holds. Phillip states that he would one day enjoy working in an arts conservatory and teaching at the university level.

Phillip also brings with him a wealth of interests. He possesses a unique passion for the practice of Wing Chun Kung Fu, and he often returns to the school in New York City where he first trained. Phillip enjoys traveling the world to find new adventures and visit old friends. He also finds adventure in avidly reading biographies. Phillip’s interest in the world and people might stem from his diverse background, with a father from Germany and a mother from a Virginia family whose ancestors came over on the Mayflower. What a history! If you get some time with Phillip, be sure to also ask him about his parents’ meeting in biology/zoology grad school in the 60’s or about the night he spent hanging out in a Chapel Hill bar with Robin Williams – in his own words, “Oh, I have stories!”

And please welcome **Alonso Romero**, a man who possesses a history and personality that originated in a special place in the world. He proudly states that he comes from South America, “the land that takes siestas,” where the people enjoy large families, “racial harmony,” and twelve paid holidays per year. It sounds like it would be hard to leave home, but we are thrilled that Alonso is now also a part of the CPS family! Alonso came to GSU to learn how to help other counselors who “are challenged by emotional changes of adolescents.” He also hopes to make a lot of new friends here as well as enjoy riding his bike to campus. Alonso points out that although he “was born down South,” he means *South America*, and therefore is “still working on [his] southern accent.”

Alonso obviously has a great sense of humor and is a unique individual. For example, he loves bananas in his chicken soup! Alonso also has a sentimental side, stating that he finds inspiration in “the tranquility of [his] dog, the energy of [his] four year old, and the dedication of [his] best friend.” On the other hand, you’ll never find him chowing down on peanut butter and banana sandwiches, inviting “intellectual presumptuousness,” or looking forward to Atlanta rush hour. Alonso would much rather spend his very valuable free time with his best friend at Java Monkey, drinking \$1.50 coffee, and “fixing the world.” Sounds like a great way to spend an afternoon. Alonso surely sounds like just the kind of person that could bring about positive changes in the world.

We all welcome our new trio of unique and talented doctoral students and hope to get to know each of them better as the semesters go by. We are very lucky to have such diversity, personality, and passion in our CEP family and hope to be a part of the success that awaits Stephanie, Phillip, and Alonso in their years at GSU.

# Welcome to the 2006 Doctoral Students in Counseling Psychology

BY LYDIA ODENAT, MPH.

CPS students, faculty, and staff were delighted to welcome five new students to the Ph.D. program in Counseling Psychology this fall. Each member of the new cohort comes prepared with a host of uniquely rich talents, varied research interests, and diverse counseling skills and experiences. Take a few minutes to learn more about the newest additions to the CPS family:

**Tameka R. Jackson** (*Hackensack, NJ*) completed her undergraduate degree in Communications, and then went on to receive her MA in Community Counseling. **Ronald "Ron" Herndon** (*Dayton, TN & Franklin Springs, GA*) came from a background in journalism before going on to pursue his MS in Professional Counseling. **Lydia Canty** (*Monrovia, Liberia & Philadelphia, PA*) was a history major before she went on to pursue her Ed.S and two MS degrees in Christian Psychological Studies and Counseling/Psychology. **Natasha Gardner** (*Texarkana, TX - "a place right on the border between Texas and Arkansas"*) completed her undergraduate degree in Interdisciplinary Studies (Biology, Psychology, and Political Science) before going on to pursue a law degree and an MS in Professional Counseling. **Kristen Aycock** (*Atlanta, GA*) received her BA in Psychology before pursuing an MS in Professional Counseling

The new doctoral students in counseling psychology have each come equipped with diverse counseling and non-counseling experiences prior to their matriculation into our program. Natasha shared that she once worked as a legal associate, middle school substitute teacher, extern at a public defender's office, research and teaching assistant, child care provider, and in a day treatment facility for persons with severe and persistent mental illness. Tameka worked as a staff therapist, intake counselor, group counselor, coordinator of tutorial services, and as Director of Admissions for New Jersey SEEDS (an academic enrichment and leadership development program for high-achieving low-income youth). Ron revealed that he once worked as a sales and marketing executive for several television stations, a luxury retailer, and an information technology consulting firm. Additionally, Ron served as a counselor intern at Skyland Trail (a treatment facility for persons diagnosed with schizophrenia, bipolar disorder, major depression, and dual diagnoses). Kristen shared that she worked as an ESOL teacher in Tokyo, Japan and as an intern at Riverwoods Psychiatric Center (a psychiatric and substance abuse treatment program that provides full service medical, addiction and psychiatric care). Lydia's extensive work background included her serving as an individual and group counselor for children and adolescents, couples and families, substance abuse, vocation, anger and stress management, and behavioral health assessments. Additionally, Lydia has worked as a counseling skills instructor, income maintenance caseworker, and site coordinator for a psychological studies institute.

When asked about what they like to do in their spare time, a majority of the new students revealed that they love reading, cooking, and spending time with friends, family, significant others, and pets. Kristen shared her love for travel and "eating ethnic foods"; while Lydia revealed her love for playing the piano and writing poetry. Ron shared his love for writing, film and the arts (he even sings and dances in community theatre!); and Tameka talked about her love for bowling, shopping, and eating out.

In addition to their many talents and skills, the new cohort comes with varied research interests and areas of expertise. Lydia is specifically interested in stress and religious coping; Ron is into multiculturalism, diversity, LGBTQI, and social justice issues; Natasha is interested in legal advocacy for persons with mental illness, career-specific stressors, international psychological research, and cultural differences between people of African descent; Kristen is interested in stress and coping; and Tameka is interested in race and gender issues, urban youth development, and social justice.

When asked to list some unique things about themselves that no one would guess, the new counseling psychology cohort were full of surprises. Tameka once received a community award for best actress for her portrayal of "Anita" in the "West Side Story." Kristen has had training in Kali (a Filipino martial art that incorporates stick and knife fighting). Natasha stated the a unique thing about herself is that she attended a small, one-room parochial school from kindergarten through 8<sup>th</sup> grade. Lydia shared that she attended an academic music high school. Lastly, Ron admitted that he wore "Husky" brand jeans when he was a kid until "about 6<sup>th</sup> grade."

Each new student described a different reason for choosing the GSU Counseling Psychology program. Kristen shared that she chose GSU's program, because of the "excellent and diverse faculty and student body." Lydia chose the program, because she liked that it balanced doing research and education with clinical skills. Ron's reason for applying to GSU's program was because he had "such wonderful mentoring from the entire department" while pursuing his MS in Professional Counseling. Like Ron, Natasha chose the program because she had developed relationships and a healthy respect for the faculty while enrolled in the MS program. Tameka's decision to choose the GSU program was based on "the progressive interests of faculty, a challenging curriculum, diverse student body, and location."

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## (COUNSELING PSYCHOLOGY CONT'D FROM P. 8)

The new 2006 cohort in counseling psychology had many wonderful comments/suggestions to say to each other as they go through their first year together. Ron stated, "I am fortunate to be affiliated with four intelligent, strong, and warm women. They are supportive and real. We are going to have such a good time!!!" Natasha felt like members of her cohort should "utilize the experience and wisdom of those who have already survived the first year." Kristen wanted to say that she felt "so fortunate to be a part of this rich experience" with all of you. I hope we can struggle together, win and lose together, and grow together." Tameka advised that each person should "stay in touch with who you are in this process, take time for you, maintain balance in your life, support one another, remain open to new ideas, and believe in yourself." Finally, Lydia suggested that each student should "make sure they maintain a balance."

## Introducing the 2006-2007 School Psychology Doctoral Cohort: "3D" and Highly Rated



BY SHERRIE PROCTOR

If I had to describe the 2006-2007 School Psychology Doctoral Cohort as a type of movie, they would be "3Ds" (Dynamic, Diverse, and Dedicated) – our top picks for 2006! Not because of special effects or great soundtracks, but due to the sheer brilliance of those playing starring roles: Michelle Feltault, Emily Graybill, Samuel Kim, Laura Subbiah, Kim Oliver, and Corinne (Cori) Wixson. Thankfully for us, this isn't Hollywood and they aren't actors, they are the new school psychology doctoral cohort! Let's take a brief look at frames from their real lives...

*Dynamic. Diverse. Dedicated.* "Hard working, earnest, and tough" is how **Michelle Feltault** describes herself. She is also a practicing School Psychologist who plans to pursue an academic career after obtaining the PhD. Her research interests include capacity building in schools, treatment integrity of interventions, and data-based decision making. Michelle has always known that she is "meant to work with and/ or for children". Because of her work with children, she says, the last ten years of her life have been "wonderful."

A graduate of the School Psychology EdS Program, **Emily Graybill** is a veteran CPSer. Her leadership skills were instrumental in spearheading our school psychology student organization, SASP. In her spare time she enjoys hanging out with friends, riding her bike, jogging, and reading. Emily would love to travel around the world, but that would require money, which she contends she doesn't have. (Oh come on Emily, you mean to tell me that GRA stipend isn't enough to cover leisurely travel?) Once completing her doctorate, Emily aspires to work for a district as a School Psychologist supervisor.

**Samuel Kim**, a 2006 graduate of Emory College, grew up in Columbus, Georgia. Sam is Korean-American and believes his background will make him a little more sensitive to East Asian cultural differences when working as a School Psychologist. Sam chose the GSU School Psychology Program because he felt "at home" with the students and faculty during his interview. In his spare time, Sam enjoys reading "good books" and attending his church, The Journey Church of Atlanta.

Like Sam, **Laura Subbiah's** multicultural background

(mom is of European descent and dad is from India) gives her a unique perspective on the blending of cultures. She notes that this may be helpful with her work in schools since many children come from mixed backgrounds. Laura may already have some idea about this given that before entering the doctoral program she worked as a kindergarten teacher in Bethesda, Maryland. Beyond working with children, Laura's talents include: cooking, speaking Spanish, playing the piano, and photography. She is also a seasoned traveler.

A self proclaimed "Grady baby," **Kimberly Oliver** has spent the majority of her life in the metro Atlanta area and graduated from a performing arts high school (I told you we had *true* stars in our midst!). Kim says that in the little spare time she does have, she enjoys writing, being social, and meditating. Perhaps Kim's spare time is limited due to her volunteer activities which include working in a research lab that focuses on identification of developmental delays, tutoring school children, and involvement with the Cool Girls program. Kim's professional goals include practicing as a School Psychologist, as well as conducting scholarly research.

Trips to Ireland, Scotland, and Costa Rica illustrate **Cori Wixson's** love of travel. She hails from Marietta, Georgia and attended Georgia State as an undergraduate. Prior to beginning the doctoral program, Cori volunteered at Hillside Hospital, a residential treatment center for children with emotional disturbances, and worked for Project Star which supports research for low-income children with asthma. Cori likes the School Psychology Program because the faculty has "different viewpoints and methodology for teaching." She also enjoys their sense of humor.

The school psychology faculty and current doctoral students are proud to introduce and welcome these new doctoral students to the CPS department and to our program. Hope you enjoyed this "preview," but what follows is usually even better! We look forward to celebrating these students throughout their academic journeys. So, stay tuned for future releases...

About the author: Sherrie Lynn Proctor is the doting mother of 4 year old Bria and 3 month old Brendan. In her spare time, she is a full-time second year doctoral student in the School Psychology Program.

## Highlighting a Master's Student: Susanna Raines

BY WATIS POWELL

During orientation for the fall 2004 class of new Rehabilitation Counseling students, Susanna Rains explained she worked for Canine Assistants training service dogs for people with disabilities and wondered whether she might bring dogs to school with her. Susanna reflected, "I didn't know what to expect when I asked for permission, but it turned out to be such a positive experience! The first time Dr. Weed used PowerPoint in his class and a photo of his dog, Zakee, popped up, I thought to myself, 'This is going to be good!' I got tremendous support from all my professors, classmates, and GSU as a whole. One reason GSU was good for our dogs was they got to learn the down/stay command in close quarters under desks. We are glad our dogs are allowed where other dogs can't go. We want them to be unobtrusive helpmates, and we don't want unnecessary inconvenience for others." Susanna also said people wanting to pet the dogs had not been a problem; it gave her an opportunity to educate everyone about service dogs – the dogs are working and should be left alone, so always ask before petting.

Susanna has annually hosted a tour of the Canine Assistants training facility for Rehabilitation Counseling and other CPS students. Family members are invited to join in the fun, too. Visitors get to see how, with operant conditioning and positive reinforcement, the dogs learn 89 commands such as to open and close doors and drawers, retrieve objects, and turn lights on and off. Some dogs also provide balance, others assist by pulling wheelchairs. The people who receive the service dogs, children and adults with physical disabilities or seizure disorder, also go through a rigorous training process where they learn to give the commands. Funding for the dogs is provided by corporate sponsors and by individual donors. Volunteers also support the work. Canine Assistants is a nonprofit organization and is always seeking funds.

When asked about the worst thing that happened in class with the dogs, Susanna said it was when a dog disrupted a lecture with loud heaving and retching and finally threw up a sock. The best thing about having the dogs in class, Susanna says, was that it reduced her stress. Classmates enjoyed the dogs' usually quiet presence as well.

So where is Susanna now? She passed her CRC and NCC exams, graduated in May, 2006, with 4.0, and ran marathons in Kenya, in Tupelo, Mississippi (which she won in the women's category), and in Milwaukee, Wisconsin. She now works fulltime as a therapist/case coordinator at Vistas Unlimited, a day treatment facility serving individuals with severe and persistent psychiatric disabilities but continues her association at Canine Assistants part-time.



Susanna teaches a canine assistant to flip the light switch

Susanna is still flashing that bright smile and her sense of humor remains intact. Where are the dogs? Some have gone to their new homes, some are still in training. Gone from CPS but not forgotten. So long, Humphrey, Clancy, Lyda, London, Feta....

About the author. Watis Powell, also a 2006 graduate of the Rehabilitation Counseling program, is working on her EdS in Traumatology, is employed as a PRN therapist at Peachford Behavioral Health System Outpatient Program working with dual and psychiatric patients, and is a part-time therapist at P.A.C.E. Halfway House.

# Highlighting a Doctoral Student: Anneliese Singh

BY LAUREL WATSON

Anneliese Singh has been my mentor through the master's program in professional counseling, so it is with great pleasure that I am able to write this article highlighting her accomplishments and academic career. In getting to know her, I, myself, have been greatly inspired by her drive and dedication to social justice issues. She is a person who not only dreams big, but works to see those dreams accomplished. Because of this drive and ambition, she has been and continues to be an enormous asset to the CPS program.

## *Educational Background*

Anneliese Singh received her Bachelor of Arts from Tulane University. She was a double major in environmental and political science (motivated even in college), and received a minor in women's studies. In 2002, she completed her master's degree in professional counseling at Georgia State University and went on to pursue a doctoral degree in counseling psychology at GSU. Currently, she is working on her doctoral internship at UC Davis in their Multicultural Immersion Program, in which she works with students who have completed a year long sociology course in multiculturalism. Specifically, she is working with these students to develop social justice outreach programs.

## *Why Counseling Psychology? Why GSU?*

Anneliese stated, "I knew that at the end of the master's program I wanted more education and supervised experience with clients." In addition, she realized that she loved research, wanted to teach, as well as to work with Dr. Chung with whom she shared similar research interests (career, LGBT, and Asian American concerns). Anneliese also explained that she knew she wanted a more comprehensive understanding of how assessments are performed and to be able to make informed critiques.

When asked why she chose GSU, Anneliese replied that the counseling part of one's self is so important, and GSU recognizes this as evidenced by the fact that the counselor education and counseling psychology programs are so interconnected. She went on to explain that, "[GSU] is very student centered and the message I received has been to dream and figure out the type of counselor you want to be and develop that more." GSU has also given her the amazing opportunity of working closely with professors whom she greatly admires. Anneliese explained that through working with Dr. Chung she was able to combine her interests in research and social justice, and in working with Dr. Meyers she gained invaluable experience with qualitative research.

## *What Do You Want to Bring to the Profession?*

Those who know Anneliese are aware that she has a deep commitment to social justice issues, so it was not surprising that she answered this question by replying that she wants to be part of the movement that moves from multiculturalism to social justice, and to be the type of counselor that acts as a social change agent. One way in which she aspires to do this is through qualitative research that highlights the stories of those who have been marginalized, and not simply continue the dialogue, but create movement to end the various 'isms that affect disenfranchised populations. Anneliese elaborated in saying that, "the gift of counselor education and psychology is that it has its roots in social justice." Clearly, she is carrying on the torch of being a change agent.

## *What Was the Greatest Challenge You Faced Being a Doctoral Student?*

In her first year in the doctoral program, Anneliese's mother became very ill. As a result of being a caregiver for her mom, she felt financial pressure which served to motivate her to apply for grants and funding. Anneliese made sure to mention that she felt an enormous amount of support from Dr. Chung during this period in her life, and that it was this support that elucidated that the doctoral program was indeed a large part of her life, in that she had developed meaningful relationships that sustained her and continue to do so.

## *What Do You See as Your Greatest Accomplishment?*

In no particular order of importance, Anneliese quickly replied that two of her greatest accomplishments in her time at GSU have been the establishment of CPS-AGLBIC and the relationships that she has developed. Through co-founding CPS-AGLBIC she was able to meet, interact, and organize with amazing people. She continues to be not only proud of this organization, but inspired by the fact that leadership still remains strong. She goes on to explain that "although counseling psychology is one way to express a part of myself, it is not all of me." The life-long relationships that she has formed in the program continue to be strong and "sustain" her and provide another space for her self-expression.

(CONT'D ON P. 12)

**(DOCTORAL STUDENT CONT'D FROM P. 11)***Where Do You See Yourself in 15 Years?*

In her best Miss America voice, Anneliese answered that she sees herself in a world where sexism, heterosexism, and 'isms no longer exist. All joking aside, she is serious about this and in an inspiring and determined voice she explains that she already sees the evidence of this. In 15 years she hopes to be part of an organization and surrounded by a community that continues to do this work. In addition to social justice work, Anneliese aspires to travel and to be able to spend a chunk of her life in India where her father's side of the family resides.

Anneliese, best of luck to you in all of your endeavors!

## *Fun Facts about CPS Faculty*

By ChinwéUwah

Most of us are likely well aware of our professors' research interests, and scholarly activities. However, we may not be as knowledgeable about them on a more personal level. In this section, we get a sneak peak inside some of our faculty members' pastimes, personal interests and experiences. They really are human after all! With pleasure, I present a few "Fun Facts about CPS faculty..."

*Name your favorite vacation spot and why?*

- Dr. Ancis:** I love big cities and the associated parts, museums, concerts, dance, delicious food and coffee. Some of my favorites include Rome, Italy and Pars, France.
- Dr. Chang:** I'm not picky anywhere I can get away with my family--We enjoy our annual visit to Charleston and the Isle of Palms.
- Dr. Meyers:** Both Crete and Santorini in Greece. The combination of history, antiquity, archeological digs, water and beaches was wonderful
- Dr. Wynne:** New York City – it has everything anyone could want! It is also where Randy proposed and we eventually married.
- Dr. Truscott:** West Yellowstone, Montana. Days are brilliant and the aspens are starting to turn. It is really a wonderful place to be and a wonderful way to see it.
- Dr. White:** Megan' Bay, St. Thomas because it was a very special time with my husband
- Dr. Matheny:** Kauai. My daughter has a lovely condo on a bay looking out over the ocean.

*What is your favorite all-time movie?*

- Dr. Ancis:** I generally enjoy foreign films or thought provoking films. I recently saw an excellent French movie called La Moustache.
- Dr. Chang:** I love old movies and I also love cheesy romances--two of my favorites are "An Affair to Remember" and "Look Who's coming to Dinner".
- Dr. Meyers:** "Moonstuck "
- Dr. Wynne:** ET or Defending Your Life.
- Dr. Truscott:** I tend to like visually beautiful movies- blade runner, apocalypse now, house of flying daggers- but mostly I watch kids movies these days! (If you have not seen the Incredibles, it is really fun).
- Dr. White:** A Midnight Clear
- Dr. Matheny:** As Good as it Gets

*What was your most memorable experience?*

- Dr. Ancis:** I have many. One includes going with my father to see the NYC Ballet at Lincoln Center on weekends as a child.
- Dr. Chang:** The birth of my daughter--amazing how one little being changes everything in your life/perspective/priorities.
- Dr. Meyers:** My wedding, birth of my two children, reading to my children, reading to their children, being present with my grandparents at my mother's retirement party, getting an Eagle playing golf, etc.
- Dr. White:** My wedding because everyone that I love was there.
- Dr. Truscott:** My daughter was born in the middle of a giant, unexpected blizzard in mid November.

(CONT'D ON P. 13)

## (FUN FACTS CONT'D FROM P. 12)

**Dr. Wynne:** Holding my daughter for the first time.

**Dr. Matheny:** Sunset watching fishermen with long bamboo poles anchored in the sand along the oceanfront between Rio De Janerio and San Paulo, Brazil.

What was the biggest risk you've taken?

**Dr. Ancis:** One takes a risk every time they stand up for what they believe is right.

**Dr. Chang:** the biggest risk I think my family took was immigrating to the US from Korea over 30 years ago.

**Dr. Meyers:** Singing a song that I had written in a semi-public setting.

**Dr. Wynne:** Moving to a new city where I didn't know anyone to pursue my PhD – it all worked out. : )

**Dr. Truscott:** I spent a week Kayak camping on my own on these little uninhabited cays in the Berry Islands. The storm of the century hit. I was very afraid and alone for several days. I have done this again since then, but I have a much better tent and check the forecast!

**Dr. White:** Moving to Texas from my home state, West Virginia, to take a faculty position at the University of North Texas.

**Dr. Matheny:** Entering military during Korean War time with a likelihood of having to leave my wife and daughter for a year.

What is your most inspiring quote?

**Dr. Ancis:** I have read many that I have thought to be profound. I find people with life experience and wisdom to be most inspiring.

**Dr. Chang:** "Trust in the process". This is more directed at what I tell my interns about developing their counseling skills. I find myself saying this at least once during supervision.

**Dr. Myers:** "Learning to give, that's important, before you can take from me...." That is a line from a song written by Shake Russell and Dana Cooper that I like a lot.

**Dr. Wynne:** "Play allows us to develop alternatives to violence and despair; it helps us learn perseverance and gain optimism." Stuart Brown, MD

**Dr. Truscott:** A paraphrase of Thoreau that I think is important for us to remember- "Whenever I see someone coming with the expressed purpose of helping, I run in the opposite direction!" and my daughter Ruby now says frequently, in her slightly im paired articulation- "you son of a nut quacker" and it always makes me laugh.

**Dr. White:** "It's never too late to be who you might have been".

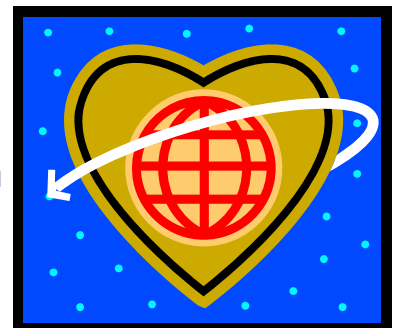
**Dr. Matheny:** A verse credited to Chief Seattle: "This we know. All things are connected like the blood which unites one family. What ever befalls the earth, befalls the sons and daughters of the earth. Man did not weave the web of life; he is merely a strand in it. Whatever he does to the web, he does to himself."

## Advocacy and Collaboration: A Season of Change for our International Students

BY NATALYA A. EDWARDS

Executive members of Sojourners attended the summer and fall orientation sessions for new masters students and introduced our mission, vision and cultural histories. It was an opportunity to increase our visibility in the department and invite both International students and American advocates to be involved. I expected some support but have been pleasantly surprised and encouraged by the energy and commitment of our new students.

The new "season" began with a summer social hosted by Kristen Aycock. Kristen is the current treasurer and has been our most active American advocate. Through her presence and dedication she has been influential in attracting other American advocates to our organization. As I walked into Kristen's apartment that Saturday afternoon, I was forced to wade through a sea of unfamiliar faces. I spent the rest of the evening introducing myself and the organization, recruiting new members and encouraging existing members to lead committees. I left the event inspired and excited about the coming semester.



(CONT'D ON P. 14)

**(INTERNATIONAL STUDENTS CONT'D FROM P. 13)**

Since the summer, our membership has nearly tripled in number. With this change, there have been fresh ideas, new energy and leadership. Our new masters students were instrumental in managing our informational table at the fall welcome. They have also contributed significantly to the establishment of our upcoming spring workshop.

In April 2007, Sojourners will host the first annual "Afternoon with Sojourners" workshop. The theme for the first year will be "Bridging the Cultural Gap". The afternoon's events will include faculty guest speakers, student panelists, musical entertainment and cuisine from various nations. The focus of "Afternoon with Sojourners" is to increase awareness and competence in counseling individuals and families from other nations. We look forward to support from CPS faculty, staff and students.

One of the major goals of Sojourners is to establish community and social support among our members. Selma Zahirovic, our Social Chair, has therefore been busy ensuring that we also have fun. Our first social for the fall was held at Madras Saravana Bhavan, a popular Indian restaurant in the Decatur area. Brave members of Sojourners came out to try vegetarian specials. The evening was delightful; great food, excellent company, and many laughs.

During the second general meeting of the semester, I asked each of the new members to share their ideas and vision for Sojourners. The meeting was spent recounting the short history of the organization and "going back to basics". The International students shared stories about the unique challenges that they face including work restrictions, immigration policies and financial constraints. The American advocates present expressed surprise at the lack of awareness about these difficulties. From that meeting came a renewed commitment to advocate for our International students. Liza Dupont, a new American advocate has agreed to spearhead an awareness campaign on our behalf. As I look forward, I feel grateful and privileged to be supported, connected and embraced.

## Rehabilitation Counseling: Welcome to the beginning of the rest of your lives!

BY SHADRIKA CHILDS

Rehabilitation Counseling is a process in which a counselor and a client are involved, which will help the client understand his or her [limitations] and potential and to help the client make effective utilization of personal and environmental resources for the best possible vocational, personal, and social adjustment (Jacques, 1970). The primary objective of Rehabilitation Counseling is to provide advocacy, awareness and career development by building a partnership with the client of trust and integrity; all in a manner governed by ethical excellence.

The Rehabilitation Counseling concentration, within the Counseling and Psychological Services Department of Georgia State University fulfill these goals with classes like Intro to Rehabilitation Counseling Research & Practice, Counseling Systems & Theories, Interpersonal Skills, Individual and Family Development over a Lifespan, Biopsychosocial Aspects of Addictions, Assessment of Rehabilitation Potential, and Medical Aspects.

We have faculty experts on life care planning, rehabilitation technology, forensic rehabilitation (personal injury), sports psychology, stress management, neuropsychological assessment, child/adolescent psychology, addictions therapy, and human sexuality. With such a phenomenal faculty, Rehabilitation Counseling students will be exposed to countless applied and research-based experiences, methods, and opportunities.

The Rehabilitation Counseling Association, student chapter, here at Georgia State is eager to begin a new insightful year. It is the mission and goal of the student chapter to provide support and guidance to all Rehabilitation Counseling students through workshops, learning opportunities, and mentorship. With the arrival of the new academic year, the RCA student chapter would like to introduce to you the newly elected officers:

Shadrika Childs, President, is in her second and final year of the program, where she is currently participating in practicum/internship. Shadrika presently works full-time at Clayton State University as a Disability Counselor. While Ms. Childs enjoys working with all persons with disabilities, her strongest desire is to work with the hearing impaired (saichilds@yahoo.com).

Tameeka Hunter, Vice President, is a second year Rehabilitation student who began her internship this fall at Spelman College. Ms. Hunter currently works full-time at Georgia Tech as a Disability Services Specialist. She has also been reappointed to the Governor's Council on Developmental Disabilities (thunter@gatech.edu and/or tameekahunter@bellsouth.net).

Yakema Hicks, Secretary, is in her final year of the Rehabilitation Counseling program. Ms. Hicks began her practicum/internship at Georgia's Building Strong Families and the Counseling Center and Office of Disability Services at Morehouse College. Ms. Hicks currently co-teaches Algebra I at an Atlanta Metro high school and dance at an Atlanta university (yhicks2@student.gsu.edu).

**(CONT'D ON P. 15)**

**(REHABILITATION COUNSELING CONT'D FROM P. 14)**

Alert for rehabilitation counseling students who may be reading this newsletter. The deadline for the CRC certification application for the SPRING exam is November 15<sup>th</sup>. For more information and application materials visit [www.crccertification.com](http://www.crccertification.com).

Lastly, your student chapter of the RCA would like to share that per our advisor, Dr. Roger O. Weed, there are openings in the programs (for converts who might find rehabilitation counseling interesting!!!). There are RSA scholarships still available which pay up to \$20,000 for your master's degree. Certified Rehabilitation Counselors application time frames and the opportunity for state rehabilitation job openings and possible paid internships are also available. All questions regarding program openings, the application process, scholarships, and job opportunities should be directed to Dr. Roger O. Weed ([rweed@gsu.edu](mailto:rweed@gsu.edu)).

For more information and application materials visit [www.crccertification.com](http://www.crccertification.com).

## What the Licensed Professional Counselor Student Affiliate Organization (LPCA SAO) Has to Offer our CPS Students

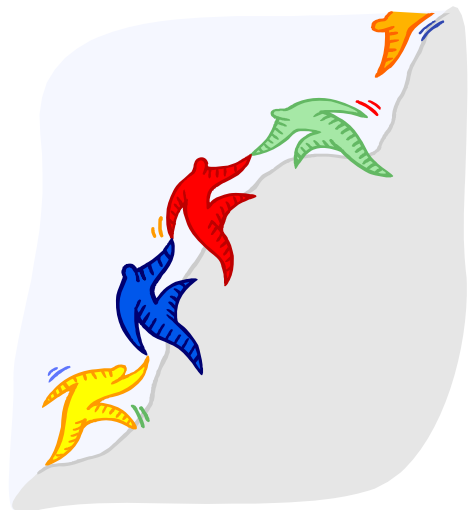
BY TELSIE DAVIS

It is my pleasure to serve as the 2006-2007 LPCA SAO President. It is the mission and vision of the Georgia State University LPCA SAO Chapter to support and promote our students in the pursuit of the license to practice professional Counseling (LPC). We seek to promote that aim through the provision of the following:

- Opportunities for students to meet and network with other students with similar interests
- Mentorship for students to promote healthy, fulfilling, and successful experiences in the counseling field
- Quality seminars, trainings, and forums focused on preparing members for work as a professional counselor
- Information about the licensure requirements and career opportunities
- Discounted clinical supervision groups for members
- Opportunities for community service and social gatherings
- Awards honoring the work of our members, supportive faculty, and supportive internship sites (i.e. Outstanding Master's Level Clinician, Outstanding Advanced Clinician, Outstanding GSU Supervisor, Outstanding Internship Site Supervisor, Outstanding Internship Site)

I am honored to serve in the company of dynamic individuals to include Chinwe' U'wah (President-Elect), Allison Langfitt (Treasurer), Cassaundra Trimble (Secretary), and Danica Landry (Membership Chairperson). Thank you to Drs. Gary Arthur and Diane Levy who are serving as our faculty advisors.

We look forward to another successful year in the Department of Counseling and Psychological Services. For more information, please contact Telsie Davis at [tel-siedavis@yahoo.com](mailto:tel-siedavis@yahoo.com).



# Counseling and Psychology in Japan

BY MEGUMI OMONISHI

I am an International student from Osaka, Japan, living in America since 1999. Being away from home for such an extended period of time while receiving education and professional training in America, I find myself growing apart from my own country. As time went by, I unintentionally became rather ignorant to many issues regarding the counseling and psychology fields in Japan. Therefore, writing this article allowed me to research and to learn many aspects in the mental health fields in Japan. Not only was it an enriching experience for me, but also I hope you will walk away with the same feeling upon reading this article.

There seems to be a strong stigma attached to the mental illness in Japan (Ito & Sederer, 1999). Even in the 20<sup>th</sup> century, until 1919, people with mental illness were confined in their household and shunned away from their communities by the Law of Enclosure of the Mentally Disturbed. Subsequently, the Mental Health Hospital Law kept them away from the public eyes by long-term hospitalization. Currently, under the Mental Health Law (active since 1988) more rights and treatment choices are given to the patients (Rosen, 2001). The treatment approach slowly changed from isolation from communities to integration to society (Koizuma & Harris, 1992).

Although, there have been legal changes in mental health treatment, mental illnesses are still regarded as shame brought upon one's family (Munakata, 1989). In Japan's collectivism culture, the maintenance of 'Wa', to live in harmony with others, is extremely important (Rosen, 2001). A family member with mental illness is probably regarded as a source of disturbance to 'Wa' between one's family and the community that the family lives in. It is vital for many Japanese people to 'fit in' a community and to feel accepted by other members of the society. 'Wa' is more important than personal agenda. There is a famous saying, 'deru kugi ha urareru' (The nail that sticks out gets hammered down). The one who disturb uniformity and conformity of a group is most likely to be punished; while being different from others could be seen as strength and uniqueness in the Western cultures.

One of the culture-bound syndromes is Taijin Kyofu Sho (TKS), which can be observed only in Japan and Korea. In Diagnostic and Statistical Manual of Mental Disorders (2000), TKS is listed as an excessive fear and anxiety that one may embarrass, displease, or offend others by his or her appearance; odor, facial expressions, or weird body movements. TKS results in social withdrawal and avoidance. It is easy to see that TKS symptoms are perhaps a result of excessive fear of offending others, disturbing 'Wa', and possibly being excluded from a group that one belongs to.

Many Japanese graduate schools use non-translated American textbooks and periodicals in counseling education (Iwasaki, 2005). It seems that Japanese Counseling education is heavily influenced by Western theories. However, it seems challenging to apply Western individualistic counseling theories to Japanese collectivism and its interdependent culture. It will be crucial for mental health professionals in Japan to take each cli-

ent's relational and environmental factors into consideration. Those factors are very important in Japanese culture in order to maintain 'Wa' in a client's functioning at various levels including school, work, home, and so on.

Societal change by Westernization began with the U.S. occupation after World War II. At work, harmonious teamwork and consensus leadership have been gradually disappearing as individual competition emerged. At home, emerging nuclear families have weakened family ties. Finally, at school, children are under a great academic stress in order to pass entrance exam to prestigious universities, which leave little time for them to spend time with friends and to develop interpersonal skills. Japanese interdependent traditional cultural value system is gradually losing its ground. In addition to this period of time when values conflict, recent Asian economy hardships put further stress on Japanese individuals (Iwasaki, 2005; Ito & Sederer, 1999). After the bubble economy collapsed, Japanese companies employed Western business methods such as lay-off, down sizing, re-grouping and productivity-based promotion. Japanese workers often feel stressful at work due to profit-based and competitive work environment (Kato, 2003). Japan has one of the highest suicide rates amongst industrialized nations, with 32,552 people committing suicide in 2005 (BBC News, 2006). The need for mental health services seems to be on the rise due to the change in value system in the Japanese society.

Despite the increasing need for mental health professionals. Currently, there is no national counselor or psychologist licensure system in Japan. The terms "counselor" and "psychologist" are not protected legally. Various private organizations provide certifications as mental health professionals, but requirements for qualification vary from one organization to others. The most popular organization is Japanese Certification Board for Clinical Psychologist (JCBCP). This organization requires masters or doctorate degree in counseling, psychology or medicine. Additionally, certain period of supervised clinical experience is required if a person comes from JCBCP unapproved program. There is no clear boundary between a counselor and psychologist (Japanese Certification Board for Clinical Psychologist, 2006a). Currently, a lot of counselors work under medical doctors or hold several part-time positions. Their pays are not attractive enough for younger generations to choose counseling or psychology as their future profession. The National Health Insurance System cannot currently be used for counseling in Japan. Only fees of nationally licensed medical doctors and psychiatrist are covered in this insurance system. It is crucial to establish a national licensure system in Japan, and thus making counselors and psychologists a recognized and legitimate profession.

Although many improvements need to be made in Japanese counseling and psychology practices, they are happening as we speak, just at a gradual pace. Examples such as:

(CONT'D ON P. 17)

**(COUNSELING AND PSYCHOLOGY IN JAPAN CON'T FROM P. 16)**

counselors and psychologists often appearing in the Japanese media, some contributing to popular magazines through articles in certain columns. On the same token, the roles of counselors and psychologists in some TV dramas are quite significant to the development of the story as a whole. Thus, the media appearances, although sometimes not portrayed accurately, may help Japanese people become more familiar with the mental health field in Japan. Many graduate schools have incorporated JCBCP's guidelines to develop their curriculums that ensure the quality of training for future counselors (JCBCP, 2006b). Even a significant number of counselors, psychologists, and counselors in training are unifying and voicing the need of a national licensure system to raise the awareness of counseling and psychology practices in Japan (Association of Japanese Clinical Psychologist, 2006). With all this said, the fields of counseling and psychology in Japan have a long way to go, but with the right efforts, I firmly believe that it will be heading in the right direction.

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## CPS Students Visit the Georgia Capitol for a Lesson in Advocacy

BY ERIN MASON

On Wednesday, July 12<sup>th</sup> 2006, thirty Counseling and Psychological Services EdS and PhD students took a fieldtrip! Drs. Edwards and Wynne combined their classes for the day with a focus on professional advocacy. Before taking to the streets, Erin Mason and Gail Smith, Government Relations co-chairs of the Georgia School Counselors Association, addressed the students with practical ideas for getting politically involved and shared their experiences in learning the legislative ropes. From there we hit the pavement and in the midday Atlanta heat walked to Washington Street where we entered the Capitol on the west side.



Once through the metal detectors, we gathered in the rotunda and were greeted by Jocelyn Whitfield, Director of Government Relations/External Coalitions and Community Outreach for the Georgia Association of Educators. We ascended up one of the two major staircases to the Appropriations Room for her presentation as we admired the recently renovated Capitol building.

(CONT'D ON P. 18)

**(GEORGIA CAPITOL CONT'D FROM P. 17)**

Jocelyn provided information about the legislative process, explained reasons for doing professional lobbying and inspired all of us to make critical connections with our legislators for the sake of our clients and our profession. After a motivating presentation and an opportunity to ask Jocelyn questions, many of us took the opportunity to view the House chamber, the Senate chamber and the Governor's Office.

Here is what some participants had to say about the day's events:

*"The trip to the capitol was a wonderful experience It was a great experience being inside the capitol and learning of other's experiences related to the process of advocating for clients."*

*–Betsy Melvin, EdS student*

*"I really enjoyed our trip to the capitol. I am a professional counselor and I was disappointed that there are not many people advocating for my profession. I would strongly encourage the 6010 professors to take their classes to the Capitol so that they may become more informed. This was a great idea."*

*–Cassandra Trimble, EdS*

*"I found the experience to be extremely positive. Firstly, it was my first visit to the Capitol, and secondly, the speakers (Jocelyn, Erin and Gail) were able to demystify the legislative process and bring home the idea that advocacy is something we all can be a part of."*

*–Chinwé Uwah, PhD student*

*"School counselors understand that they have a role in advocating for students, schools, and for the school counseling profession. Their visit to the capitol and talk by Jocelyn helped the school counseling students understand the need for advocacy, learn how to advocate, and become inspired to advocate on behalf of others."*

*–Dr. Dana Edwards, CPS Faculty*

*"Our visit to the Capital and meeting with Jocelyn Whitfield was a practical and engaging lesson about new ways to advocate for our clients and profession. It was also inspirational to hear about Erin Mason and Gail Smith's real life experiences. I feel ready to lead the next charge!"*

*–Dr. Lauren Wynne, CPS Faculty*

For more information about professional advocacy, contact the author of this article at:

[ecmm@mindspring.com](mailto:ecmm@mindspring.com) or visit [www.erinmason.org](http://www.erinmason.org)

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## Advocacy in CPS

BY JENNIFER DEAN

Have you ever spoken up to a colleague who has made a heterosexist remark? Have you ever spoken with school personnel regarding the needs of a child whom you are counseling? Have you ever sent an email to a legislator regarding an issue for which you are passionate? If you answered yes to any of the above, you are an advocate and are on the cutting edge of Counseling.

Advocacy actions are increasingly becoming included under the umbrella of counseling competencies. This is part of a paradigm shift within the profession of counseling stemming from the work of feminist and multicultural scholars who have realized that one-on-one counseling can only go so far when clients are faced with oppression, poverty, and abuse.

To address these factors, social advocacy has been proposed as "action a mental health professional, counselor, or psychologist takes in assisting clients and client groups to achieve therapy goals through participating in clients' environments" (Toporek & Liu, 2001, p.387). Furthermore, the American Counseling Association has listed competencies for advocacy, which can be accessed through the Counselors for Social Justice web site at <http://counselorsforsocialjustice.org/advocacycompetencies.html>. Check it out and identify the areas in which you would like to develop competency.

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**(ADVOCACY IN CPS CONT'D FROM P. 18)**

Also, here are a few of the many ways that you can hone your advocacy skills right here in CPS:

- Join the student group of Counselors for Social Justice- Psychologists for Social Responsibility now forming in CPS or volunteer for our HIV and Women of Color Action group (Email Katie Ganske @ katieganske@hotmail.com for more information).
- Join AGLBIC as a self-advocate or an ally, which is involved in some critical advocacy work on behalf of GLBTQI individuals (Follow the link from the CPS web site)
- Join Sojourners, a group that advocates on behalf of international students. (Follow the link from the CPS web site)
- Contact your local representatives regarding issues that affect your clients by email, telephone, or stop in for a visit. Let them know that you vote and provide research findings or other facts regarding the issue at hand (remember they representing us and as counselors, we have specific and intimate knowledge regarding the impact of certain laws and policies on the mental health of our clients).
- Join African Americans in Counseling as a self-advocate or ally (Contact Kiahni Vann for more information @ kvann2@student.gsu.edu)
- Take the initiative to look at theories, client problems, research, and therapeutic techniques presented in class with an eye toward systemic influences and social justice.
- Empower yourself by asking yourself what actions you can take to work toward social justice and take them!

## “INSIDE CPS-AGLBIC”

BY KATHY NEWTON, MS, NCC  
CPS-ALBIC President

### *Who are we?*

We are the first university-based chapter of the Association of Gay, Lesbian, and Bisexual Issues in Counseling (AGLBIC), a division of ACA, and an active GSU student organization. CPS-AGLBIC was founded in 2004, in an effort to create a safe environment for LGBTQIQ (lesbian, gay, bisexual, queer, questioning, intersex) students in the classroom, and to encourage and support educators with integrating LGBTQIQ issues in counselor training, practice, and research. We are students, faculty, community professionals, and friends. We are LGBTQIQ individuals and heterosexual allies, working together to bring attention to issues related to sexual and gender identity, and also to collaborate on social advocacy with other community groups (immigration issues, public policy, mental health needs, racism).

### *What do we do?*

You may have experienced one of our classroom panel presentations, or attended our newly created film series (see below for next scheduled film). Or perhaps you have previously attended the Day of Learning – our annual conference on LGBTQIQ issues in counseling and education. CPS-AGLBIC provides educational, social, and support services to students and faculty in CPS and the College of Education. We also provide an annual scholarship for allies who advocate for LGBTQIQ concerns through advocacy, research, and interventions. As we become more established, we are beginning to receive requests from outside the university for support and services. One new service we offer is Safe Zone Trainings. We will be offering a 2-hour training during the Day of Learning 2007, and we will also be offering a daylong Learning Institute at ACA Conference 2007 in Detroit (participants will not only be trained in creating Safe Zones, they will also learn to train others!).

“I’d like to come to a meeting or event, but...”

Socially and professionally, openness to discussing sexual and gender identity issues is relatively new, still raw, and for many of us, still feels like a risk given the pervasive social stigma towards GLBTQIQ issues. In CPS- AGLBIC it’s ok to be afraid, nervous, hopeful, frustrated, angry, encouraging. It’s ok to be out, not out, unsure, and flexible. It’s ok to not be GLBTQIQ! It’s ok to be whatever and whoever you are. We do not ask people about their sexual or gender identity, but we do share an interest in creating opportunities for people to learn and grow. If you would like to drop in for a meeting, help plan an activity (we especially need help with conference planning and preparation right now!), or attend an event, just do it. Others just like you have made that one little step and it has made all the difference!

Here are some upcoming opportunities ....

### **CPS-AGLBIC BUSINESS MEETINGS & DAY of LEARNING PLANNING MEETINGS**

Meetings are posted on the CPS-AGLBIC listserv (see the calendar of events) or contact Kathy Newton for more information. All meetings are open to the public.

### **FALL FILM SERIES**

Our last film for the semester will be "Brother to Brother", about an African American writer exploring his sexual identity; the film draws parallels with the rich culture and heritage of the Harlem Renaissance. Thursday November 9th, 7:30 pm in COE room 915. charge; a discussion will follow the screening.

### **3<sup>rd</sup> ANNUAL DAY OF LEARNING February 2007**

Our third annual, and highly acclaimed, conference will be held February 2nd, 2007 in the COE. The theme will be personal, professional, and social advocacy. Registration information will be available in November – watch your email notices and/or check the

(CONT'D ON P. 20)

**(AGLBIC CONT'D FROM P. 19)**

CPS-AGLBIC bulletin board in CPS.

**THE KAREN LOPP MEMORIAL SCHOLARSHIP for Ally Advocacy**

This \$250 scholarship is awarded annually, with application guidelines posted during the fall semester. The award goes to a CPS student who engages in advocacy, scholarship, service, and multicultural awareness, skills, and knowledge as a heterosexual ally to the LGBTIQ community.

**CPS-AGLBIC LISTSERVE**

If you would like to receive more regular communication, including awareness, advocacy opportunities, job and resource postings, and meeting notices, please join our listserv. Go to Yahoo groups at <http://groups.yahoo.com/> and search for "gsu-aglbic". Follow instruction under "join this group".

**Membership**

Membership brochures (lavendar) are always available on the table near the 9th floor elevator, and also on our bulletin board in the 9th floor hallway. Membership is \$5 per year and entitles you to a registration discount at the DOL. Membership Chair, Joyce Kinnard: [jkinn49630@aol.com](mailto:jkinn49630@aol.com)

## The Academic Advisement Coordinator: "So what is it you do?"

BY PATRICE HINTON-OSWALT

The Academic Advisement Coordinator in the CPS department acts as an advisor to 400+ master's and specialist students, and works with faculty, community members, applicants, administration, and other departments. The information below details the services I provide to all of my clients.

**How the advisor can help students**

Good advising is a cooperative activity that students and the advisor must work together to achieve. I meet face to face, via email or phone, or in drop-in group advising sessions with current students in the department to discuss any number of issues, including questions about:

- class scheduling
- course selection
- general graduate student issues/stresses/concerns
- transfer credit(s)
- specialist program (curriculum, residency form)
- applying to move to another CPS program
- practicum/internship orientation questions
- academic probation and student retention issues
- student petition for waiver or variance of their curriculum
- problems with other university departments (always get the name of anyone you speak with!)
- application to Ph.D. programs
- re-entry into a CPS program
- community resource contact bridging students transition from student to professional
- NCC exam
- graduation



**(ACADEMIC ADVISEMENT CONT'D FROM P. 20)**

I completed the GSU Professional Counseling M.S. and Ed.S. programs. I understand what it is like to be a student in this department and the stresses of being a graduate student. I have a confession: I didn't read my student handbook. As a result, I struggled with some things that could have been much easier. Don't do as I did! - a conscientious graduate student will:

- be receptive and take the initiative in seeking advising, finding answers to questions, and in planning your professional career
- alert the advisor to uncertainties about program requirements, usual progress and performance expectations
- read and become familiar with the regulations and policies of the department, college and university (yes - the student handbook)
- Be aware of time constraints imposed on faculty and staff

It is important to me that this role serves students in the ways that are meaningful to them. We are currently conducting a study to ask active masters and specialist students "What are your expectations of the role of a graduate academic advisor?" If you would like to participate in a small group to discuss this and related advising questions, please email [phintonoswalt1@gsu.edu](mailto:phintonoswalt1@gsu.edu).

## The Prayer of One African American Doctoral Student

BY TELSIE DAVIS

Prayer is a traditional coping strategy of persons of African descent to counter adversity and oppression. As students of counseling, we bear witness to others' stories of suffering and even experience it firsthand as we go about the business of pursuing our clinical goals. In doing so, we must take care to empower ourselves to meet those challenges. As my African ancestors have offered this gift to me, I offer this prayer as a reminder for all of us to tap into our personal and cultural sources of strength to promote the resiliency of the human spirit in ourselves and in our clients.

Dear God,

Most days, my vision is unobstructed, my perspective extensive, and my mission crystal clear. I know that it is because of where I sit – in that special place above the clouds. I know I don't sit there because of some innate "specialness." I am not that tall, nor that grand. I'm lifted – uplifted! In this moment, each moment that has passed, and every other to come, I am astutely aware that I am sitting on the shoulders of many. Thank you God for the awareness that I am carried by the best Africa had to offer.

It is such a blessing that my family's hopes and dreams for me are felt almost daily. Thank you God for the "I just hadn't heard from you in a while" phone calls, the "you're getting too skinny and you need your strength" spaghetti dinners, and the "bring the kids over so you can study" offers. Thank you God for the "hi, doctor!" greetings from Papa George that began when I started my Master's program, and the "You know, being a good person means more than a PhD any day" reminders from grandma Hattie that I am already good-enough. Because of that, because of where You have placed me, and the great supports You have given me, I have been able to accomplish many good things. Thank you God for allowing me to live out my purpose one day at a time. I can truly see how my goals will intersect with others to help uplift my people. I will be an African American practitioner servicing her community out of love and respect, helping to eradicate mental health disparities that are very real and debilitating. In the spirit of the Ma'di people of Africa, I will continue to lean on the belief that the cure of the African American is the African American.

Thank you God, that during the times when I get so very tired, and my dreams feel too heavy to carry out, You give me inordinate strength. Thank you for not allowing my spirit to settle on easy. Thank you for the indebtedness I feel to my family and my community; it means I'm connected to something larger than myself. I am a part of a stalwart people whose power is embodied by the Ethiopian folk adage, "When spider webs unite, they can tie up a lion." Instead of feeling as though I have the weight of the world on my shoulders – I must remember that You allow me to stand on the shoulders of giants. You have given me a part to play alongside my sisters and brothers, those who look like me and those who don't, who are committed to improving the quality of life for African Americans, as well as improving dehumanizing standards of life anywhere and everywhere. I pray that my life will represent my love for You, and all that is good. Thank you for loving me and keeping me this day and forever more.

And so it is....

Amen

Oh yes, and God, thank you for Jennifer, my friend, who shares her strength with me by seeing directly into my heart so that no words are required.

# The Saddest Thing I Ever Saw: A Reason to be Hopeful

BY TODD MOLKNER

I get a lot of e-mail, like the rest of you. Until I began my MS/EdS in professional counseling, I had a lot of time to keep up with current events. I have a vested interest in the Middle East and especially Israel, my second home. I am a gentle soul, with a soft spot in my heart for children. This is my 9<sup>th</sup> year teaching Pre-K and my 25<sup>th</sup> year working with children. My reasons for pursuing counseling, has much to do with my passion for protecting children and in saving them from pain and death. I honestly refer to myself as a savior of children.

One day this past summer, I received an e-mail, concerning the loss of children's lives, in the state of Israel. This e-mail showed a few graphic images of the results of terrorism. After the graphic images went past, came a power point presentation of the 123 Israeli children, murdered over the past 5 years. The slide show was very tasteful, from that point forward. Children of ages from one day old, to 18 years old, were shown in a yearbook, portrait type format, grouped by age. When the slide for newborns through one year olds came up, there was at least one baby who did not even have a picture to show. Instead, there was simply, draped over the picture frame, an simple Israeli flag.

I consider myself a unique and spiritual being. Before identifying with my religion, my country or any other group I am myself, Todd. I must tell you though, that when I saw the slides of all those lost lives, murdered even at less than a day old, I did not stop weeping throughout the display. I was traumatized as a child, and that is part of why I am so bonded with children. To relate to them, I get down on their level, both mentally and physically. They respond well to my sincere approach.

Children are innocent beings, needing our protection. They are more vulnerable than us because they are dependent on us but also because their emotions come out in a less doctored form. A child does not worry as much about what other people think of them when they are hurting. At least that is what I believe from all of my experiences with children. These Israeli children were murdered intentionally. They were murdered for being Israeli. They were murdered in discos and cafes, in shops and restaurants, and in their schools and in their beds. I would never say that any one child's life is more precious or less innocent than any other, but when I think of the intentional targeting of civilians, by terrorists and some of the victims being children, I am deeply hurt.

I live a peaceful life, and I think most people do. It is both tragic and manipulative, in the worst way, that some people teach and raise children to hate. I always try to put negative attachments on behavior, rather than on people. Yes, people do commit evil acts and they are at times able to do so and laugh about it.

I believe we can have peace in our Middle East and peace in our world. I believe it is possible, because the alternative is, to shut the door to peace and just submit to failure. I am full of hope and have my faith or intent set on solutions to the problems of our world, but it is up to each and every one of us, to rise up and take a stand. Yes, the children are our future, teach them well and they will lead the way but teach them to hate and about intolerance, and they will grow up as separatists, like so many other lost souls, wreaking havoc on themselves and so many others they will encounter.

I believe in peace, I believe in people and I will not give up that hope, because there is no alternative, but despair and death. I write this to you on the Jewish Day of Atonement, and it is my gift and prayer to the world that we have peace. I believe that we want peace and that we shall have peace. God bless you all. I wish you a happy new year, as a member of the Jewish people, and may we work together to nurture peace in our lives, in our communities, and in our world. Thank you, from my whole heart for taking the time to read my words, and I trust we share the same call.

# Professional Accolades

COMPILED BY KATIE GANSKE

## PUBLICATIONS

**Kelch-Oliver, K.** & Leslie, L. A. (in press). *Biracial females' reflections on racial identity development in adolescence*. Journal of Feminist Family Therapy.

**Kelch-Oliver, K.** (in press). *Body image disturbance/eating disorders*. In J. R. Ancis and A. E. Jongsma (Eds.) *The Complete Women's Psychotherapy Treatment Planner*, 4. New York: Wiley.

**Kelch-Oliver, K.** (in press). *Low self-esteem/Lack of assertiveness*. In J. R. Ancis and A. E. Jongsma (Eds.) *The Complete Women's Psychotherapy Treatment Planner*, 3. New York: Wiley.

**Uwah, C.J.** (2006). *Developing Professionalism: How Mentoring Has Impacted Me*. Chi Sigma Iota Epsilon newsletter.

**Weed, R.O., & Berens, D.E.** (2006). Life care planning after brain injury: Clinical and forensic issues. In N. Zasler, D. Katz, & R. Zafonte (Eds.). *Brain Injury Medicine: Principles and Practice*. New York: Demos Medical Publishing.

## PRESENTATIONS

Barber, J., **Singh, A.**, & Morrow, S. (2006, August). *Wisdom on successful strategies for intentional dialogues: SAW Workshop*. Poster presented at the annual meeting of the American Psychological Association, New Orleans, L.A.

Barber, J., & **Singh, A.** (2006, August). *More Pie Discussion Hour - Division 17*. Discussion hour at the annual meeting of the American Psychological Association, New Orleans, L.A.

Barber, J., Savoy, H., & **Singh, A.** (2006, August). *Multicultural feminist mentoring: A practitioner perspective*. Poster presented at the annual meeting of the American Psychological Association, New Orleans, L.A.

**Berens, D.E.** (2006, October). *Vocational Aspects of Catastrophic Burns*. Presented at the Advanced Specialty Practice Workshop on Burns, Atlanta, G.A.

**Berens, D.E.** (2006, October). Moderator, International Conference on Life Care Planning, Atlanta, G.A.

**Edwards, N.A., Uwah, C.J., Hyun, J.**, (2006, April). *Cultural Crossroads: The impact of structural violence on the counseling relationship*. Presentation at the American Counseling Association Annual World Conference, Montreal, Quebec, Canada.

**Ganske, K.H., Frazier, S.S., McMichen-Wright, P. & Berry, F.** (2006, August). *Understanding Black female college students' subjective well-being: A visual ethnographic perspective*. Poster presented at the annual meeting of the American Psychological Association, New Orleans, L.A.

Hays, D. G. & **McLeod, A. L.** (2006, October). *Misdiagnosis in Counseling: Sources and Solutions*. Content session to be presented at 2006 AACE National Conference, Greensboro, N.C.

Hays, D.G. & **McLeod, A.** (2006, September). *Clients in Crises: Are Counselor Trainees Prepared?* Content session presented at 2006 SACES Conference, Orlando, F.L.

**Mason, E., Uwah, C.J., McMahon, H.G.** (2006, November). *Who's afraid of Accountability?* Program to be presented at the Georgia School Counselors Annual Conference, Savannah, G.A.

**Mason, E. & Law, B.** (2006, June). *Tech-knowledge-y: What's hot for your school counseling program*. Presentation at the American School Counseling Association Convention, Chicago, I.L.

**Mason, E. & Law, B.** (2005, November). *Tech-knowledge-y: What's hot for your school counseling program*. Presentation at the Georgia School Counselors Association Convention, City, G.A.

**McLeod, A. L** & Hays, D. G. (2006, October). *Key Issues in Crisis Assessment*. Poster session to be presented at 2006 AACE National Conference, Greensboro, N.C.

**Singh, A.**, Hays, D. G., & Watson, L. (2006, September). *Refuse and resist: Working with women of color who have survived child sexual abuse*. SACES Conference. Orlando, F.L.

**Singh, A.**, & Zetzer, H. (2006, August). *Privilege and oppression in the LGBT community: SLGBA Workshop*. Workshop at the annual meeting of the American Psychological Association, New Orleans, L.A.

**Uwah, C.J., Hyun, J., Edwards, N.A.** (2006, September). *Counselor Educators as cultural change agents: Structural violence in counseling and supervision*. Presentation at the Southern Association of Counselor Education and Supervision (SACES) Conference, Orlando, F.L.

**Uwah, C.J.**, Lindsay, L. (2006, April). *The Endangered black boy and the overlooked black girl: Strategies for creating gender equity in urban schools*. Paper presented at the Sources for Educational Excellence Conference, Atlanta, G.A.

## AWARDS

**Debbie Berens** and **Dr. Roger Weed** were re-funded \$10,000 in a collaborative agreement between GSU and Shepherd Center to develop an outcomes measurement instrument for the Clubhouse Model Community Reintegration Program for adults with acquired brain injury.

**Edwards, N. A.** (2006). Georgia Association for Play Therapy Dissertation Grant Recipient.

**Edwards, N. A.** (2006). Best of the Best 2006: Top ranked education session proposal, ACA convention.

**Singh, A.** (2006). Hyde Research Grant for "Resilience Strategies of South Asian Women who have Survived Child Sexual Abuse". APA, New Orleans, L.A.

**Singh, A.** (2006). SACES Outstanding Doctoral Student of the Year. SACES Conference, Orlando, F.L.

**Singh, A.** (2006). SAW Dissertation Award. Section for the Advancement of Women (SAW - Division 17). APA, New Orleans, L.A.

**Singh, A.** (2006). SAW Student of the Year. Section for the Advancement of Women (SAW - Division 17). APA, New Orleans, L.A.

**Singh, A.** (2006). Student Poster Award and Division of Women Alice P. Chang Award for "Resilience Strategies of South Asian Women who have Survived Child Sexual Abuse". Asian American Psychological Association (AAPA), New Orleans, L.A.

**Uwah, C.J.** Alpha Delta Kappa Psi Chapter Martha Nunnally Scholarship for Educational Excellence.

## ANNOUNCEMENT!!

If you have article ideas or want to contribute to the CPS newsletter by writing an article, please contact the *CPS News* editor , Stacy Frazier. Additionally, we want to make sure that all of the accomplishments of students, staff, and faculty are included. Please watch your e-mail for upcoming opportunities to send in your accomplishments.

Best Wishes for a fabulous end of your semester!!

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