

Fall 2009

## Counselors Corner: A Newsletter of the Department of Counselor Education

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# COUNSELORS CORNER

A Newsletter of the Department of Counselor Education

FALL 2009

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## General Announcements:

### MARK YOUR CALENDERS!

- ⇒ November 18, 3pm: Nu Chapter-Chi Sigma Iota and the Department of Counselor Education will sponsor a Scholarly Event at the Metro Center. Come and see poster presentations of thesis projects by Implementation II students and action research projects by EDC 606 students.
- ⇒ Winter Session I Class Offering: Dr. Dobmeier will be teaching EDC692: Spirituality in Counseling.
- ⇒ Thanksgiving Recess: begins November 25th , with classes resuming November 30th.
- ⇒ The Counselor Education Graduation Reception for fall 2009 will take place Friday, December 11th, 5-7 p.m. at the department offices in the Albert W. Brown Building. Come and congratulate our graduates!

### CHILD ABUSE REPORTING AND SAVE TRAINING

Before you can enter EDC 720: Integration and Application of Counseling Concepts, School Counseling students must complete the Child Abuse Reporting and the SAVE trainings, and College and Mental Health Counseling students must complete the Child Abuse Reporting training.

The NYS Mandated Reporter Training is now available 24/7 at <http://www.nysmandatedreporter.org/default2.html>. Once you have completed the training make sure to print your certificate of attendance and submit this to the department.

Schools Against Violence in Education (SAVE) training is provided in EDC 619 Counseling in School Settings.

### DID YOU KNOW?

All students are required to provide written documentation of completing 6 counseling sessions prior to starting EDC 720: Integration and Application of Basic Concepts (Practicum).

# Chair's Message



I hope that you are having a productive semester.

Lately I have been thinking a lot about what it means to me to be a counselor and counselor educator. I am proud to be a counselor because I believe that we bring a unique perspective to the work that we do with clients, groups and communities. We build strong helping relationships with clients that create an atmosphere in which clients feel heard and understood in powerful and transforming ways. Our focus on strengths and, human growth and potential help us look at clients and their concerns in a context in which "what is right" is emphasized (rather than what is wrong with clients) while challenges are being addressed. And right now I believe the counseling profession is at a crossroads. We are fighting with each other about what it means to be a counselor. I think this infighting is detrimental to us as a profession and to each one of us as counselors. Instead, I believe that we need to unite and to communicate to others who and what we are. Below is an excerpt from the CACREP Connection (Fall 2009) that speaks to this point. Craig Cashwell, Chair of the CACREP Board writes:

The time is *now* to make choices that will strengthen the profession of counseling. Although the task requires effort from all professional counselors, I offer here a few thoughts about ways in which we can work together to strengthen the counseling profession.

- We must emphasize what unites us rather than what divides us. Of course, many professional counselors work in different settings with different client groups, and have different roles and tasks. It is certainly appropriate to emphasize what makes each of these sub-groups unique, *but not at the expense of the fact that we are, first and foremost, all professional counselors.* When any sub-group loses sight of that fact, it becomes a "weak link" and damages the counseling profession.
- We must be clear, with ourselves and others, as to who we are. I challenge state licensing boards to review their regulations and the political climate of their state, and consider how they can strengthen their regulations to promote the counseling profession. It is far too easy in some states for a professional from another discipline to become a licensed professional counselor. I respect these other disciplines immensely. At the same time, these other disciplines are not compromising their professional identity by credentialing graduates of counseling programs. How do we communicate to our public who we are when the term "licensed professional counselor" (or equivalent, if a different term is used) says little about the professional identity of a licensee?
- We must be precise in our language and challenge others to do the same. For example, the term *CACREP-equivalent* continues to be used in licensure regulations, program advertisements, and in communications between programs and potential students. It is a term that is deceptive in at least two ways. First, it is commonly used by programs that meet a subset of CACREP Standards (typically related to curriculum and field-experience requirements) but not all of the Standards. Second, it is a program that has not undergone the rigorous external review process conducted by CACREP. That is, *CACREP-equivalent* is a self-designation. The CACREP Board has adopted a position statement that holds, in essence, that *CACREP-equivalent* is a meaningless term that is deceptive and harmful to the profession. Use of this term should be discontinued.

I am a Professional Counselor. I hold great pride in my life's calling and trust that you do as well. Unity is a clear message that is simple when all work together with one voice as Professional Counselors. How is your voice being heard? (pp. 2–3). So I encourage each of you to think about the power of your voice. You are the future of the counseling profession. Use your voice.

On a different note, the department has been and will continue to be a busy place this fall. We are beginning the process of reviewing the curriculum and clinical experiences in light of the CACREP 2009 Standards. A major change in the 2009 Standards is the fact that we must demonstrate learning outcomes for each of the counseling emphases: college, mental health and school. While this is quite a challenge, it will result in a stronger curricular experience for our students. Ultimately, the changes we make in our curriculum and assessments of student skills, knowledge and dispositions will impact our students' preparation for becoming professional counselors. This is what accreditation does. It requires that curriculum and clinical experiences stay current and relevant to the changing field of counseling. I encourage you to visit the CACREP website at [www.cacrep.org](http://www.cacrep.org) and look at the 2009 standards.

Finally, I continue to be amazed at all the work that the faculty in the department do in addition to teaching. Faculty are involved in service to the college and to the profession in a myriad of ways. Exciting scholarship is being done. Faculty are contributing in vibrant and critical ways to the profession of counseling. I encourage you to stop by and talk to all of us about what we are doing. I think you will be delighted.

I wish for you the joys of learning as you move through this semester.

Peace,

Susan

# Scholarships

## Student Travel Grants to Present at Conferences

All Brockport students are eligible to apply for grants provided by BSG and the Office of Academic Affairs to present at academic conferences. The conference must take place between August 1, 2009 and June 30, 2010.

Students who receive an award are expected to present his/her paper or to conduct a poster session at The College at Brockport's Scholars Day 2010 on April 7.

For more information and to download an application visit, <http://www.brockport.edu/etc/forms/grant>



## Irene Rivera de Royston Scholarship

The Department of Counselor Education is pleased to announce the **Irene Rivera de Royston Scholarship in Counselor Education**. Irene Royston, a 1974 graduate of the Counselor Education program, currently serves as an adjunct professor at the Norfolk State University in Norfolk, Virginia. Established by Mr. and Mrs. Royston, the award was created to recognize an outstanding student in our program who has demonstrated a commitment to and a potential for excellence in the counseling field.

The award is in the form of an annual educational expense grant of (\$500.00), paid in each of the two semesters (\$250.00 per semester) following selection as a recipient. The award must be used by the recipient for educational expenses during the semesters following the receipt. The recipient must use this award for educational expenses at The College at Brockport and may not receive the award in cash.

To be eligible for this award, the student must:

- be accepted in one of the Masters programs in Counselor Education,
- demonstrate academic excellence as judged by the department,
- have completed EDC 501, 502, or 503 (Self in Society) and hold a GPA of 3.0 or higher, and
- demonstrate a commitment to the counseling profession as judged by the department.

First preference will be given to students of Hispanic or African-American descent. Secondary preference will be given to any other student who meets the above criteria.

If you are interested in applying for this award, you must send a one-page letter to Dr. Kitty Fallon addressing why the department should grant you this award. The deadline is **Friday, February 26, 2010**. If you have any questions, please do not hesitate to contact Dr. Fallon at [kfallon@brockport.edu](mailto:kfallon@brockport.edu).

## NBCC Military and Rural Scholarships

The NBCC Foundation is pleased to announce two new scholarships for individuals pursuing a career in professional counseling. The scholarships highlight and support the Foundation's mission of increasing access to mental health care through professional counseling services, particularly in underserved populations.

The Military Scholarship Program is designed to encourage service members and veterans to embark on a career in counseling. The program provides financial support to students who enroll in a CACREP-approved counseling program during or after military service, and who commit to serving military personnel after graduation.

Similarly, the Rural Scholarship Program offers financial support to students from rural and underserved areas who enroll in a CACREP-approved counseling program, and who commit to serving in these communities after graduation.

Scholarships for both programs will be in the amount of \$3000 and five of each type will be offered every year. Recent military experience is required for the military scholarship, and residence in a rural area is a requirement for the rural scholarship.

Individuals interested in obtaining more information about the scholarships or downloading an application should visit the Foundation's Web site: [www.nbccf.org](http://www.nbccf.org).

## C-AHEAD Make A Difference Grant

I am writing to announce the C-AHEAD 2009-2010 Make A Difference Grant for graduate student research. The grant supports research with a humanistic philosophy that will make a difference in the lives of the population under study. The awarding of the grant is based on the humanistic characteristics and quality of the project as described in the application. The grant award is \$500, plus C-AHEAD supported opportunities to promote and publicize the findings of the research. The second highest ranked finalist will receive honorable mention and opportunities to promote and present findings. Interested graduate students should submit electronic applications along with supporting documentation by December 1, 2009, 12 midnight EST. Winners will be announced by January 15, 2009 and the grant will be presented at the 2010 ACA Conference in Pittsburg, PA.

Details of the awards and applications are available at [www.c-ahead.com](http://www.c-ahead.com). Descriptions of the humanistic philosophy, humanistic counselors and counseling, and humanistic theories are also available at the C-AHEAD website. You are welcome to contact me with questions at [jcochr11@utk.edu](mailto:jcochr11@utk.edu).

Very best wishes,

Jeff L. Cochran, Ph.D., NCC, LMHC  
Chair of C-AHEAD Make a Difference (MAD) Grant Review Committee

## Professional Organizations and Student Membership...What's the Benefit?

As students, we are encouraged to join professional organizations as part of our professional development. Below we feature two organizations, and share the thoughts of a few students about being a member...



### About New York Mental Health Counselors Association of Rochester:

We exist:

- To support mental health counselors in the Greater Rochester area. We provide collegiality, networking opportunities, professional development workshops, and the latest information on legislative policies and issues.
- To support graduate students who are training to be mental health counselors. Our goal is to assist students with internship placements, mentoring, and support through the licensure process.
- To educate consumers, collaborating professionals, and insurance companies about the profession of Mental Health Counseling.

The second Saturday of most months we meet at the Metro Center (55 St. Paul Street) from 10-12:00 for a chapter business meeting, followed by a one hour professional development presentation. Quarterly, we host net-working events (January, April, July and October) at various times and venues. Students are welcome to visit our meetings and if they decide to join us they must first join NYMHCA, our state organization. Once they have joined at the state level, dues for our Greater Rochester chapter are \$15. The website for the state is [www.nymhca.org](http://www.nymhca.org) and our chapter website is [www.mentalhealthcounselors.org](http://www.mentalhealthcounselors.org). We welcome and encourage visitors to our meetings.

### April Aycock's Perspective:

As a counseling student and mother of two children, joining professional organizations has been one of the most rewarding and enriching experiences for me. The Greater Rochester local chapter provides its members with professional development presentations. It provides its members with continuing education credits towards the National Board for Certified Counselors (NBCC). In addition to the professional development presentations and NBCC credits, it provides its members with an opportunity to network with other professionals in the field. For example, one of the members will be conducting a licensure workshop at the upcoming NYMHCA conference in April. Professional organizations are a way for students to stay updated with current news regarding Mental Health Licensure and insurance reimbursement. However, for me the most important things about professional organizations are the togetherness and willingness to help counselors and counselors in training to grow professionally. I hope everyone can take the opportunity to attend at least one meeting and/or conference, and experience the enrichment.

### About the Association for Adult Development and Aging (AADA), A division of the American Counseling Association:

The Association for Adult Development and Aging serves as a focal point for sharing, professional development, and advocacy related to adult development and aging issues; it also addresses counseling concerns across the lifespan. AADA seeks to improve the standards of professional service to adults of all ages by:

- Improving the skills and competence of American Counseling Association members,
- Expanding professional work opportunities in adult development and aging,
- Promoting the lifelong development of adults, and
- Promoting standards for professional preparation for counselors of adults across the lifespan.

AADA also develops partnerships with other organizations that hope to improve the standards for care of adults of all ages. Do you have questions, or want to get involved? Contact Dr. Reiner, who currently serves as AADA President!

### Yama Hernandez' Perspective:

Last semester, I became involved with AADA. My experience with this organization has so far been a worth while one. First, as a student, I felt welcomed by the organization, and immediately learned that this organization was about more than just working with older adult issues. What I really enjoy about being a member of AADA is that I am not just sitting on the sidelines, but have an active part in contributing to the organization. I have been able to assist with such events as the annual silent auction and summer conference. It has been a great opportunity to work behind the scenes with leaders in our profession, and learn of their professional journeys. AADA has allowed me to be a part of a larger counseling community, and I am looking forward to many more upcoming opportunities with them!

## Welcome New Students!

The following Students were accepted for the Fall 2009 Semester:

Lorri Ballard  
 Carl Binger  
 Alexander Clark  
 Nicholas Delaney  
 Peter Fox  
 Norma Harris  
 Nathan Hendrickson  
 Meghan Kaplun  
 Steven Kassirer  
 David Luce  
 Rosa Luciano  
 Natasha Newman  
 Leslie Pierre Philippe  
 Amy Powell  
 Christine Reber  
 Darlene Russell  
 Lindsay Stephany  
 Elissa Townsend



Want to know more about the integration experience? Talk to one of these folks who are currently taking EDC 720...

April Aycock  
 Kassy Gallup  
 Yama Hernandez  
 Meghan Lentner  
 Ryan Peterson  
 Mike Sykes  
 Craig Waleed  
 Rachel Wilson

# Student Accomplishments

## Congratulations to...

Janalee Weaver who was awarded the Evelyn L. Milan scholarship from Delta Kappa Gamma Society International, a sorority for key women educators

Janalee Weaver won a Brockport Celebration of Writing Award in spring 2009

Kim Ball won a NYSSCA Graduate Student Scholarship for 2009

## Poster Presentations:

### American Counseling Association:

The Socio Emotional Experiences of Women with Chronic Pelvic Pain and Sexual Dysfunction: Yama Hernandez and Kassy Gallup

## Department of Counselor Education Scholarly Conference (November 18):

Need for Elementary School Counselors: Andrew Beringer, Syd Houseknecht, Nicole King, and Nick Sculli

Student Knowledge of Signs, Risk Indicators, and Resources for Mental Health Problems: Focus Groups - Janine Rowe and Monica Siclare  
 Survey - Randi Barrell, Donni Burke, Stephanie Catlin-Rakoski, Crystal Hanna, and David Luce

## Implementation II Student Presenters for the Counselor Education Scholarly Event:

Kimberly Ball - Career Development and College Planning Needs of Rural High School Students

William Broome -

Conquering Counseling: Postsecondary Students and Successful Strategies for Preparedness

Krystal Dunning -

Postgraduate Survey: How Prepared Were They?

Mary Corteville - Dance Your Way to Communication

Doris Hernandez - The Effectiveness of Outpatient Chemical Dependency Treatment Settings in Retaining Latino Patients

Sally Howe-School Counselor

Contributions to Student Academic Success

Lindsay Rachow - Women and

Economic Self-Sufficiency: An Analysis of a Community-based Program

## Fall Semester Student Internship Placements

William Broome- Global Media Arts HS @ Franklin

Stacy Bowman- Clifford Wise Middle School

Mary Corteville- Spencerport High School

Kaitlyn Flad- Rush Henrietta High School

Michael Gorton- Canandaigua Middle School

Rebecca Hamilton- Gates Chili High School

Krystal Dunning- Greece Odyssey

Doris Hernandez- Strong Recovery

Sally Howe- Wayne Middle School

Kimberly Ball- Livonia Intermediate School

Daniel Kandris- The College at Brockport

Lindsay Kirchoff- Palmyra-Macedon High School

Joshua Maldonado- Strong Memorial Child & Adolescent Clinic

Mary Moses- Rochester General Behavioral Health Network

Lindsay Rachow- St. Joseph's Neighborhood Center

Kristen Roach- The College at Brockport

Carrie Sorenson- Strong Memorial Child and Adolescent Clinic

Kate Stanford- Alternatives for Battered Women

Latoya Taylor- Evelyn Brandon Health Center

Kelly Tobin- East Irondequoit MS

Yao-Szu Tsou- Catholic Family Center

Janalee Weaver- Catholic Family Center Wayne County Office

Jenna Winicki- East Irondequoit Middle School

# Student Features



## Meet Lindsay Rachow, Mental Health Counseling Emphasis

In regards to why I chose mental health counseling, I believe that the profession chose me. I have always had a strong attraction to the helping profession, ever since I can remember. You know the feeling when you wake up in the morning and have a smile on your face because you are ready to start the day? That is how I feel. Counseling fills an important aspect in my life where it is not only a career, but a passion, a way of life.

My experience of implementation has been excellent. I enjoy my internship site and I look forward to assisting people in need in my community. The professors have been excellent in providing me assistance during the implementation process and giving me the support I need.

My current professional vision is to first acquire a job! I have had this vision for many years now and I cannot wait to accomplish it! Eventually, down the road I would like to look into obtaining my doctorate. At this moment, I am not sure what I would be getting my doctorate in, but Dr. Rachow sounds good, doesn't it?!

"I believe that the profession chose me."



## Meet Michael Nobles, School Counseling Emphasis

My experience as a professional started out as a long term substitute Math teacher at the Charter School of Science and Technology in Rochester, NY. Through this experience, I realized that our students come with a great deal of experiences that shape them as human beings, and eventually lead them to the bright futures they desire. I also realized that some students came with experiences that they feel hinders their growth emotionally, socially, and academically. Witnessing the variability in student experiences, and acknowledging my willingness to work through these challenges and successes with students, allows for me to witness success stories come to life.

My experience in the counseling program has been an enlightening one for two reasons.

Self discovery: Through honest conversations with my colleagues and professors I have learned a great deal about embracing the fact that I am a person who thinks and feels differently than anyone else. One of the assets being developed in this counseling program is the ability to express my thoughts and feelings with confidence in my uniqueness.

The Brockport Counseling Program empowers me with the tools necessary to promote learning and growth in others. This type of empowerment instills confidence, motivation, determination, and resiliency in not only the clients that I will eventually serve, but in my own capabilities as a developing and aspiring great school counselor.

My future goal is to be a creative, inspiring, innovative School Counselor in the Rochester City School District.

"..I have learned a great deal about embracing the fact that I am a person who thinks and feels differently than anyone else."



## Meet Lindsay Stephany, College Counseling Emphasis

I have been working in the Office of International Education for just over 3 years now. I started out as the Study Abroad Advisor and Recruiter, and the advising piece of the job sparked my interest in Counseling. I started the program because I wanted to become a better advisor. I really enjoy higher education and the population of people I deal with, and I've become very familiar with the kinds of struggles college students of any age face. Also, since I was young, I've known that I wanted to end up in some kind of helping profession. College Counseling really seemed like a great fit (and it's shaping up to be just that).

My experience in the program so far has been great. I have a fantastic advisor and nothing but great things to say about the other faculty members in the department--what a wonderful group to be working with! The courses have been great and although it's sometimes a struggle to juggle work and class, everyone has been very flexible along the way.

I was recently promoted to Assistant Director of International Education and I'm thrilled about that. In the future I hope to continue in International Education, though eventually I may set my sights on International Student Services. It would be an exciting change to someday work with students who are struggling (or thriving) in a new place. I think that with two study abroad experiences, some years of advising students behind me, and the knowledge that I gain through the Counselor

Education program, I will be a successful counselor for International Students.

"... since I was young, I've known that I wanted to end up in some kind of helping profession. College Counseling really seemed like a great fit."

## Alumni Feature: Meet Kathleen Schreier



### **My Role:**

Area Director, RIT -  
Center for Residence Life

I supervise three apartment complexes. While I am not in a college counseling office, I find that

I use my counseling skills on a daily basis, such as when I have 1:1 meetings with my staff to conduct hearings with students who have violated housing policies. I am constantly utilizing Rogerian and Adlerian techniques and referencing psychopathology. The psychopathology class was not required for my concentration, but I am so glad I took it. It was one of the most useful classes I took in the program.

### **Entering the field of Counselor Education:**

There was no real planning involved in my decision to enter higher education administration or to study counseling. It was purely coincidence and was based on a series of phone calls with my parents, believe it or not. I was a journalism/mass communication major as an undergraduate. I knew pretty early on that I didn't want to be a journalist when I graduated, and none of the other

communication fields appealed to me. About half way through my senior year, I decided to do at least one year of AmeriCorps after graduation. After that, I was at a loss. My mother called me first and suggested that I figure out what I was really passionate about, and encouraged me to create a career around it. At the time, I was vice president of my class. I loved that role, and my other roles as a student leader on campus. But I couldn't exactly be a class officer for the rest of my life. Shortly after that conversation, my father called and suggested I look in to school counseling. At that point, I put two and two together. My mentor and class officer advisor was director of new and transfer students at my college. She also had a MSED in counseling. I loved the idea of working on a college campus and combining it with my desire to help people. I immediately applied to AmeriCorps programs that were based on college campuses, and started the MSED program at Brockport three years later. I believe Brockport's program was the best fit for me. The integration and implementation experiences were essential for my growth and development as an administrator. My goal was

always to work in Student Affairs, but not as a college counselor. The faculty were extremely flexible with my internship experience, allowing me to create an opportunity that was a little outside the box, and that helped to make me marketable to future employers. I was also able to seek out other experiences, such as teaching a career class to Brockport undergraduates that added an additional dimension to my resume. I also really appreciated how personable and accessible the faculty in the program were, and continue to be to this day.

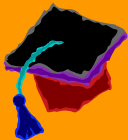
### **My Vision:**

My future plans include continuing to work in Student Affairs. I plan to pursue a doctorate in the future, ideally in a program that combines both counseling and student development theory.

### **Something fun about me:**

I am totally and completely obsessed with the Twilight series and I have an irrational fear of bridges and large boats.

## Congratulations to our May and August 2009 Graduates!



Megan Barrell- School Emphasis

Stephanie Bliss- School Emphasis

Nafisah Clay Mental Health Emphasis

Heide Fuchs-Talone- Certificate of Advanced Study

Keisha Manning- School Emphasis

Eileen Myer- School Emphasis

Elena Pilato- Mental Health Emphasis

Melissa Sakofsky- School Emphasis

Latoya Taylor- Community Emphasis





## Tips From Your Colleagues:

### "What work have you read that you found moving, inspiring, or informative?"



- Q I am not sure if this series has become my favorite, but I certainly do enjoy reading the Harry Potter collection. These books allow complete escapism. Also, when I am frustrated and feeling self-pity, I think of all the adversity that Harry has to overcome (people are always trying to kill him) and I realize...my problems aren't so bad!- Donni
- Q My all time favorite is *Picture of Dorian Gray*, by Oscar Wilde. Was first published in 1890. I love this book because the writer presents the psychosociopolitical atmosphere of his time in the form of a very intelligent satire.—Saarah
- Q My all time favorite book is *All Quiet on the Western Front*. It is one of the few books I have found that I can read over and over, and still become wrapped up in the story. Most interesting to me is the struggle of the main character to find some kind of meaning in the experiences with his fellow soldiers. I think one underlying message within the story is that war can bring about the best and worst in people. It is fascinating to see the complexities of human emotion highlighted in the events surrounding the tragedy of death and loss. -Mike
- Q All time favorite book is *The Great Gatsby*...LOVE it! I am not sure why I like it so much, but I've read it several times and find I always enjoy it.—Kassy
- Q My favorite book of all time is *I Know This Much is True* by John Irving. It is the story of twin brothers, one of whom is schizophrenic. The story deals with the emotions of both brothers and how their lives are intertwined. I couldn't put it down! -Janalee
- Q *Where the Wild Things Are* is by far my favorite book. It's a reminder of simpler times and an innocent social commentary about acceptance. It also invokes the adventurous and thrill seeking side of me. -Dan
- Q My favorite book is *To Kill a Mockingbird*, by Harper Lee. Lee's treatment of racial prejudice, woven together with her humor and a little girl's perspective, are rich and enjoyable. I especially like the relationship that Jem and Scout have with their father, Atticus, and the sympathetic portrayal of Boo Radley. Mostly, I enjoy Lee's presentation of a sleepy southern town and the unfolding of the events of summer. I love the south with its slow pace and civilized manner, and I have read this book often just to feel like I am there.—Syd
- Q *Guns, Germs, and Steel*, by Jared Diamond. It helped me to understand why things are the way they are...and it made sense! -Yama

Want to get involved with the Counselor's Corner  
Newsletter Committee?

If interested, email Dr. Dobmeier at [rdobmeie@brockport.edu](mailto:rdobmeie@brockport.edu)



# Counselor Education Event Photos

**AADA 2009 Conference Photos**

**Friday, August 7, 2009**

**Metro Center**



Dr. Reiner welcomes Dr. Michael Fox and Dr. Eileen Daniel



Dr. Dobmeier presents on Spirituality & Counseling



Student Kassy Gallup welcomes presenters



Dr. Goodspeed leads a roundtable discussion



Dr. Seem and Dr. Hernandez in a session



The Wachala Duo provides entertainment before the conference



Student Randi Barrell prepares for a session

**Want to go to ACA but need some help paying for registration?**

**Participate in the ACA Graduate Student Volunteer Program!**

Becoming a volunteer is the best way to connect with fellow ACA members, develop your leadership skills, and become an integral part of the American Counseling Association – all while making a difference in the counseling profession. As a student volunteer, you will have the opportunity to meet and interact with leading counseling professionals. You will also find a wealth of information regarding future career choices, and a number of student activities. So become a part of the ACA's Graduate Student Volunteer Program at the 2010 Annual Conference & Exposition in Pittsburgh (March 18-22).

ACA is seeking up to 100 graduate student volunteers willing to work a minimum of 12 hours during the conference. In exchange for your time and commitment, ACA will waive one-half of your registration fee. The deadline to sign up for this program is Friday, December 18, 2009. To download the application and agreement forms, go to <http://www.counseling.org/Students/GetInvolved/TP/Home/CT2.aspx> or contact Robin Hayes at 800.347.6647 ext. 296.

## Announcements and Key Conference Dates

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|---|---|--|
| <ul style="list-style-type: none"> <li>📅 American Counseling Association Conference, Pittsburgh, PA<br/>March 18-22, 2010</li> <li>📅 New York State School Counselors Association Conference<br/>Syracuse, NY<br/>Oct. 23-24, 2009</li> <li>📅 New York Mental Health Counselors Association Conference<br/>April 16-18, 2010</li> </ul> | <ul style="list-style-type: none"> <li>📅 Western New York School Counselors Consortium Conference<br/>February 3, 2010</li> <li>📅 New York Mental Health Counselors Association (Rochester Chapter)- 2nd Saturday of every month, Metro Center, 10 am - 12pm</li> </ul> | <ul style="list-style-type: none"> <li>📅 Chi Sigma Iota (Nu Chapter), 1st Saturday of every month, Metro Center, 1st Floor Conference Room, 9:45-11:00 am</li> </ul> |
|---|---|--|

### Local Chapter Meetings:

*Save the Date!*

## NU Chapter– Chi Sigma Iota Invitation

Welcome from Nu Chapter-Chi Sigma Iota!!

I would like to welcome everyone to the 2009-2010 school year! Fall is an exciting time of the year with the changing colors, changing weather, and the seasonal smells and treats. I hope this finds you enjoying your classes and all this season brings. Nu Chapter is the local chapter of Chi Sigma Iota. Chi Sigma Iota is the international honor society for students, professional counselors, and counselor educators. Students must have a minimum GPA of 3.5 and have completed a minimum of 12 credit hours. We are working on several programs to offer to students and professional counselors. A program that will be held at the Metro Center soon is:

-Wednesday, November 18, 3pm-?  
*Graduate Student Poster Presentations*

Please plan to attend this informative and inspiring scholarly event. I would like to wish all of you success during this school year as you continue in your development as a professional counselor.

Thank you,

Mindy Chamberlin  
Nu Chapter President  
President, Nu Chapter-



Chi Sigma Iota

## Drake Library Policy Change

As you know some publications are available through Drake Library in both hard copy and online formats. With full-text online journals, many publishers have a 6-month to 1-year delay in articles appearing online with full text available. Up to this point, in such cases, you could access hard copies of articles in the Drake library. According to a recently released policy change, due to rising publishing costs, "Effective 1/1/2010, Drake Library will no longer purchase individual titles for which there is a six-month publisher embargo period for full-text online. Effective 1/1/2011, Drake Library will no longer purchase individual titles for which there is a one-year publisher embargo period for full-text online." Use the Interlibrary Loan option to access articles falling within the 6-month embargo delay.

Dan Kandris, member of our Newsletter Committee, interviews faculty members, Dr. Dobmeier, Dr. Reiner, & Dr. Hernandez to learn more about their professional journey, and vision.

Stay tuned for more faculty interviews in the Spring 2010 newsletter. Jesse Williams, another member of our Newsletter Committee will be interviewing Dr. Goodspeed, Dr. Fallon, & Dr. Seem!

# Meet Dr. Dobmeier

Meet Dr. Bob Dobmeier. He is or will be your professor at one point in your journey to becoming a counselor. Like many of us, he too has had unique experiences that led to him to his current career as a professor who enjoys research, reaching students, and sharing in the experiences of others as they embark on their quest to be counselors.

Bob's journey began when he earned a Master's degree in Social Work in 1979 from the University of Buffalo. He wanted to pursue a profession in the mental health field, and upon graduation he was hired by Mid-Erie Counseling and Treatment in Buffalo, New York. He counseled at this site from 1979-2000. From 1983-1987 he supervised the Continuing Day Treatment program at this site while maintaining a caseload. From 1987-2000, Bob served as clinical director for children, adult, case management, and alcohol treatment programs. In 2000, Mid-Erie Counseling and treatment downsized from 5 clinical administrators to 3, and Bob's position no longer existed.

While working at Mid-Erie, Bob was also pursuing a Doctorate degree because he enjoyed research and assessment instruments, but did not receive extensive training in these areas while earning his social work degree, and he had an interest in teaching. He earned his Doctorate from 1986-1996, while working, raising 3 children, and while his wife was working and earning a degree in teaching. Bob had to practice a great deal of time management and prioritizing during this stage in his life, much like many of us are currently experiencing.

After leaving Mid-Erie, Bob was not ready to be done in the field, so he began teaching as an adjunct professor at various colleges. He taught at D'Youville, Medaille, Canisius, University of Buffalo, and Buffalo State from 2000-2007. He enjoyed teaching, but found that it took some getting used to since it was much different than his experiences as an administrator. During his stint as an adjunct professor, Bob found himself at Cattaraugus County Department of Community Services as a director from 2004-2007. He also continued to teach courses during this time, but not as many as he did from 2000-2004.

He came to our program as a full time faculty member in 2007 and has taught us about research skills, assessment tools, and the mental health field ever since. Bob has a passion for student learning and is pleased to have a career where he is able to share his experience of mental health with students. He shared that he loves teaching and being a contributor to the achievement of the goals of students. He has already been published, and is currently putting his research skills to work by revising a study conducted by himself and Dr. Summer Reiner on spirituality in counseling for publication.

When he is not teaching or meeting with students in the counseling department, Bob is a deacon in the Catholic Church. He was ordained in 2004 and some of his tasks include preaching, counseling, witnessing marriages, baptizing, and participating in funeral rights. He has been able to put his love for assessments to work by using them to help the Church assess candidates for the Diocese. His one wish for the Church is that they allow women to be ordained priests or deacons as he believes strongly in the capabilities and contributions that women offer.

When talking with Bob, his passion for students, research, and seeing people as individuals is very prevalent. When describing his experience and where he currently finds himself, Bob says, "I feel like a lucky man." We are lucky to have Bob on the journey of becoming a counselor. If you are ever in the counseling department, stop by and say "hi" to him. You will not leave disappointed.

# Meet Dr. Hernandez

If you ever have a moment to stop in and talk to Dr. Tom Hernandez, I strongly encourage you to do so. He has an unwavering passion for counseling and self-exploration that extends far beyond the classroom. Not only does he want students to succeed in their journey of becoming a counselor; he wants to help them.

Tom's professional journey began at the University of Rochester, where he aspired to follow in his father's footsteps by becoming a doctor. Tom began as a Biology major his freshman year, and as it turns out, he wasn't that interested in it. Tom was more interested in human behavior and why people do what they do.

Following his first semester, when he did not achieve the grades he would have liked, he began taking Philosophy and Psychology courses. He was intrigued by the reasoning of individuals and the existential aspect of philosophy. He always held the view that each individual is unique and communicates needs differently, which made philosophy a solid fit. He also enjoyed thinking about how people live and the meaning they attribute to their lives. Psychology also fit into his interests because it focused on people and different ways of thinking. Tom graduated as a double major in Philosophy and Psychology, and was faced with the question, "What am I going to do with this?"

In response to this question, Tom recalled a time when he visited a counselor in his first semester. He was having difficulty with his Biology courses and had to see a counselor regarding his grades. When speaking with this counselor he was told, "You're not going to make it." This message stayed with him through the duration of undergraduate career and he began thinking about others who may have received the same message and believed it. He was set on correcting this message in college settings and determined that he would pursue a future in counseling.

While he had a desire to become a counselor, he still maintained a passion for philosophy and decided to apply to a Master's program in counseling and a PhD program in Philosophy. As it turns out, he was accepted to both. He was actually offered a full ride for the philosophy program, but something was lacking for him. He had a desire to work with people and made the decision to attend the University of Rochester for a Master's in counseling.

He was interested in "how college students find their place in the world" and he wanted to assist them in making their transition to college. After graduating, Tom became the director of Student Support Services at the College at Brockport. While holding this position, he found himself intertwined with the Counselor Education program because he served as a site supervisor for various students. He was soon offered the opportunity to teach a course as an adjunct professor and enjoyed the experience of helping students connect with their desired profession. He had taught some classes at MCC, but did not expect that he would go from an adjunct professor to a fulltime faculty member.

During this period he earned his PhD at the University of Rochester. He did so after much contemplation and conversation with his mentor, who was a former professor of his. His goal was to reach students and assist them in becoming counselors. He embraced the values of Brockport's program and was delighted to be a part of it, so earning a PhD to teach became his goal. He described his drive for a PhD by saying, "I had questions about why people do what they do and I needed answers." He did not consider the opportunities of more money or prestige when making this decision. Instead, he focused on his passion and what he valued.

When he became a member, Tom served as part-time director of the Counseling Center and a fulltime faculty member. He found that he was working close to 80 hours a week, and was ecstatic when he was offered an opportunity to accept a fulltime position as strictly a faculty member in the Counselor Education program. Since then, Tom has been an integral part of the program and a true resource to the future counselors that pass through his inevitable Implementation course.

Tom described his experience as a "journey of following my own passion." His passion is contagious and genuine. He is not concerned with accolades or prestige. Instead, he is concerned with self-awareness and encouraging students to be true to themselves as they embark on their journey to become counselors and establish themselves as individuals. Tom is an inspiration and a prime example of what an individual can become by embracing his or her own values and true desires in life.

# Meet Dr. Reiner

Meet Dr. Summer Reiner. She is our beloved staff member who educates all of us on career counseling and is the school counseling coordinator. Like us, she has had a unique life with many experiences that have led to her position today.

Summer earned a Bachelor's degree in History from 1994-1998. What she enjoyed most about history was the non-fiction stories about people of the past. She was interested in history because it was presented as stories about people as individuals and in groups. The various accounts of individual's stories demonstrated the various perspectives people have regarding history and illustrated the differing values and perceptions that the historians possessed. During this stage in her academic career, she found that she was a poor writer, but found herself getting better each year. Like most of us, she too came across many red marks on her papers.

After graduation, Summer held a job at a mortgage company opening mail. While working at the mortgage company, she began contemplating her next step. She decided to pursue a Master's degree in School Counseling from Canisius College. She also became interested in community counseling and pursued that specialty as well. She completed her degree in 2000, in less than two years. She took summer courses and full semesters in order to achieve this feat. While earning this degree she also worked at Perry's Ice Cream as a quality control technician; she tasted samples of freshly made ice cream each day. Occasionally, the ice cream would be found to contain bacteria which would create gastrointestinal distress, but the perks were too good so she remained in her "tasting ice cream for a living" job. She also worked as a bank teller during this period, but they would not give her time off to take summer courses, so she resigned from the bank and continued following her plan of earning her Master's degree in counseling.

After graduating, Summer found that there were a lot of unemployed school counselors in the Buffalo area. She decided to look out-of-state for school counseling positions. She interviewed in Maryland and North Carolina for school counseling positions, and decided to move to Maryland because she had family there and liked the area. She ended up counseling at a high school whose district campus was located by the Capital. The school was 92% non-Caucasian and she had a caseload of 450 students. In her first week, she worked 14 hours a day. She was tested by the students early, but by the end she connected well with the students and faculty.

Summer described her experience in Maryland as life-changing. Students in her school were unable to use their computers because the district could not afford electricity and she began to realize that children do not all have the same opportunities because of a lack of resources. She also came to the realization that "everybody's starting in a different place," which allows more privileged children to learn and experience things faster. While she was teaching in Maryland, her husband got hired at a job in Buffalo. This was close to the time that 9/11 occurred and she was very close to the scene. September 11<sup>th</sup> made her realize that she wanted to be with her husband more than she wanted a job in Maryland. After a few months of contemplation, she eventually parted ways with her school and moved back to Buffalo.

Summer found it difficult to find employment in Buffalo and began working on her CAS for permanent certification. She began wondering why she was not getting called for interviews and realized that listing her work with sexual issues (birth control, pregnancy, intimacy, sexual orientation, etc.) may have been scary to potential employers. She described her role in less detail on her resume and immediately received interviews.

After 6 months being unemployed, she was hired at Gates Chili High School. Her experience was different than Maryland. Her caseload was 300 students and her migraines were gone. The work-related stressors that she had previously experienced were lessened. She really enjoyed her job as a school counselor. Unexpectedly, she found that she enjoyed mentoring other school counselors. She also believed there was "a disconnect" between school counseling articles and the actual role of school counselors. Her love for school counseling, enjoyment of mentoring, and interest in having research reflect actual school counseling practices inspired Summer to want to earn a PhD.

She decided to go to Connecticut and begin working on her PhD in 2005. She was able to acquire an assistantship to conduct research in a Hartford high school. During this process, her husband also decided to return to school and earn his MBA. He, too, was able to get an assistantship, and maintain part-time at his job from Buffalo. In 2006, Summer and her husband adopted a child. Again, in amazing fashion, Summer graduated in 2007 by taking 24 credits in one semester. All this, while performing the tasks of her assistantship, writing and defending a dissertation, and raising a child! She interviewed at the College at Brockport in November 2006, and was hired soon after. Fortunately, she and her husband decided not to sell their house in Western New York when they went to Connecticut. They moved back into their home and began working.

Looking back on her history degree, Summer sees the connection. She loved hearing the stories of others and the varying perspectives attached to them. She also had a solid understanding of different cultures, beliefs, and prejudices that aided her in counseling. She essentially had a background in understanding people. She believes that her history degree set her up to be a better counselor and writer.

The passion that Summer shows for students and for the counseling field is contagious. She is full of knowledge and experience, as well as an understanding of what it is to be a student. I encourage you all to stop in and talk with her, as she has a lot to offer and she is an overall great person to be around.

# Faculty News



SUSAN SEEM, PHD, NCC, LMHC, ACS.

Dr. Susan Seem will be presenting with Dr. Kitty Fallon at the 5th annual Western New York Restorative Justice Conference. The presentation is “Building Bridges: Connecting Counselors and Restorative Justice Practitioners to Attend to Mental Health Needs of Victims, Offenders, and Communities.” Susan is currently the Chair of the College at Brockport’s College-wide Diversity Committee, and Board Trustee for the Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling.



THOMAS HERNANDEZ, EDD, LMHC

Dr. Tom Hernandez has been engaged in several research projects throughout the beginning of this academic year. In addition, he has been co-coordinating the 19th Annual Western New York School Counselors Consortium Conference on Wednesday February 3, 2010 in Rochester, NY. He has coordinated the Department's Scholarly Conference on November 18, 2009, in which students from Implementation II present their theses to other students, site supervisors, alumni, and faculty in scholarly poster presentations. Finally, Dr. Hernandez and Robin Hernandez have had their paper, “Cyberbullying: A Study of the Online Behaviors of Middle School Students,” accepted for publication in the NYSSCA Journal.



PATRICIA GOODSPEED GRANT, EDD, NCC, LMHC.

Dr. Pat Goodspeed Grant took over as treasurer of the Association for Adult Development and Aging in July. Pat continues as the secretary of the Greater Rochester Chapter of the New York Mental Health Counseling Association and as a member of the College at Brockport Senate. Pat has two book chapters that have been published. The first is *Food for the Soul: Emotional and Social Comfort Eating in the Morbidly Obese* in J. Buckroyd & S. Rother (Eds.), *Psychological Responses to Obesity*, Hoboken, NJ: Wiley. The second chapter is *Social Class/SES, in Culturally Alert Counseling: A Comprehensive Introduction*, G. McAuliffe, (Ed.). Thousand Oaks: Sage.

# Faculty News

SUMMER REINER, PHD, LMHC, NCC



As current President of the Association for Adult Development and Aging (AADA), Dr. Summer Reiner had a busy summer preparing for the AADA Conference; fortunately, she had the foresight to appoint Yamalis Hernandez as her conference coordinator. Together, Dr. Reiner and Ms. Hernandez (with the assistance of other AADA Board Members, the Department of Counselor Education, and Brad Snyder (MetroCenter), planned and executed an excellent conference that drew participants from as far as North Carolina and Illinois. This fall, Summer presented locally and nationally. She co-presented with Bob at the ACES Conference on their spirituality research, which they also received a grant to further explore. She also hosted a round table at the ACES Conference on Transforming School Counselor Education. Locally, she was a keynote for school counselor break-out sessions for Superintendents' Conference Days at Churchville Chili School District and Gates Chili School District. She also was a keynote for school counselor break outs at the BOCES II Monroe Orleans 21<sup>st</sup> Century School Counselor Conference. Another keynote speaker for the BOCES II event was Carol Dahir; Dr. Dahir met with several Brockport School Counseling students after this event. In 2010, Summer will be busy working with several districts to improve their school counseling programs, including: Hilton, Aquinas, and Gates Chili. She is also co-presenting with Bob, and co-facilitating a round table at the American Counseling Association Conference in Pittsburgh, PA this March.

KATHLEEN FALLON, PHD, NCC, IMH



Dr. Kitty Fallon and Dr. Susan Seem presented "Building Bridges: Attending to Mental Health Needs of Victims, Offenders & Community" at the 5th Annual Western New York Restorative Justice Conference, October 28 - 29, 2009, at The College at Brockport. Kitty has developed an interest in restorative justice and is thinking about publication in this area. She is an active member of the Greater Rochester Chapter of the New York Mental Health Counseling Association.

ROBERT DOBMEIER, PHD, LMHC, CRC

Dr. Bob Dobmeier and Dr. Summer Reiner presented "Spirituality as a Resource in Counseling: Transforming Personal and Societal Problems into Opportunities for Growth and Justice" at the Association for Counselor Education and Supervision (ACES) Conference in October 2009 in San Diego, CA. They presented "Spirituality in the counselor education curriculum: The intern's experience" as an invited poster session at the American Counseling Association (ACA) Conference in March 2009 in Pittsburgh, PA. Bob offered "Spirituality in adulthood: Developmental, cultural, & practical aspects" at the Association for Adult Development and Aging (AADA) Conference in August 2009 in Rochester, NY. He provided a mini-workshop on the New York State Office of Profession's "Education for licensure and practice as a mental health counselor" to the New York Mental Health Counselors Association, Greater Rochester Chapter, in May 2009. As coordinator of the mental health counseling emphasis, the department supported Bob in running the second annual "Licensed mental health counseling" informational breakfast for local agency directors in May 2009. Bob and Summer are currently revising an article, "Spirituality in the counselor education curriculum: A national survey of student perceptions," for the Counseling and Values journal. Bob is working on a project, "Spirituality as a resource for school counselors: Facilitating academic achievement, career planning, and personal and social development." Dr. Dobmeier and Dr. Hernandez are teaming up with graduate researchers in Bob's EDC 606: Research and Program Evaluation on a study, "Student knowledge of signs, risk indicators, and resources for depression, anxiety, and other mental health problems on campus."



Thank you to Dan Kandris and Jesse Williams, who contributed to the newsletter.

A special thanks to Yama Hernandez, Graduate Assistant, for her guidance and arrangement of the newsletter!

Sincerely, Bob Dobmeier