

SPECIAL POINTS OF INTEREST:

- Ireland & Italy Institutes
- Human Services Program
- Alumni Success
- ACES & AACB Conference Experiences

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Counseling Program Recognized with the NBCC Professional Identity Award

By: Jayne E. Smith, doctoral student, Counseling

The Counseling Program has had a big month! Drs. Ed Neukrug, Christine Ward, Tim Grothaus, Danica Hays, Chris Wood, and Garrett McAuliffe (pictured left to right) captured the moment that ODU's Counseling Program was recognized by the National Board for Certified Counselors with the Professional Identity Award at the end of October while attending the Association for Counselor Education & Supervision Annual Conference in Nashville. Three weeks later, the program had an extraordinary CACREP site visit where it received the highest marks for accreditation. Thanks to the dedication of the faculty in bringing excellence in leadership, scholarship, service, and mentorship to the students and the profession!

ODU Human Services Students Partner with ForKids

By Ilesha Milligan and Zoe Close, undergraduates, Human Services

A woman sits down at her dinner table and tears well up as she reads her eviction notice. Her two daughters look up at her, not understanding why their mother is crying. With no friends in the area and no family support, this woman needs a safe place for her and her kids to stay. ForKids, a local non-profit agency, would be a great place for her to go. With five different shelters across Norfolk, and one in Suffolk, ForKids is doing their best to serve the homeless family population in the area. The mission of ForKids is "breaking the cycle of homelessness and poverty for families and children." ForKids offers a variety of programs and services in order to provide for the needs of the clients, and our very own Old Dominion University students are helping ForKids fulfill their mission.

There are various ways that ODU students are providing service to ForKids. In the literacy program called SuperKids, ODU students are helping children with their reading and writing skills by guiding the kids in books

that focus on the moral character trait of the month. For example, the month of October can be dedicated to courage, and all of the literature focuses on that trait. Another way that ODU students are contributing is through the ForKids' sports program. In this, the kids are mentored through the playing of sports. Every month a different sport is studied and played. All the while, teamwork skills are built.

Recently, ForKids and ODU Human Service students have also teamed up to form a mentor program. The children and students are paired up based on similar interests. The program provides the children with the opportunity to spend time with a role model on a weekly basis. This is a new and exciting program that has a great deal of potential.

ODU students also help with tutoring the children after school in the Hot Meals and Homework Program. After an hour and a half of educational games and receiving help from the tutors on their homework, the children are provided a full course meal to take home to their families. Our ODU students are also working with parents by doing adult after care management and working at the ForKids call

center. Getting the paper work together, keeping records, assisting with emergency crises, acquiring housing for a family, and directing the parents on the phone to the available resources are just a few of the things that the volunteers are doing in the offices of ForKids. Children's Case Manager Joshua Holloway says that in general, "a large majority of our volunteer base has come from Old Dominion University. For example, 40% of our volunteers for Hot Meals and Homework are ODU students."

Holloway says that he has seen a lot of ODU students interning at ForKids. This year, he has already had three interns that were Old Dominion students, which he notes as wonderful experiences. Another benefit of having ODU students volunteer at ForKids is employment because the agency likes to hire within. He says volunteering can get a student's "foot in the door" at ForKids. It is safe to say the volunteer service that the students of Old Dominion University offer is very much valued by ForKids.



Breaking the Cycle of Homelessness & Poverty for Families and Children

International Counseling Institutes

By Jayne E. Smith, doctoral student, Counseling

The ODU Counseling Program demonstrates a commitment to developing cultural competency, building international partnerships, and expanding the profession through international cultural immersion programs.

The institutes started over ten years ago. Dr. Garrett McAuliffe was instrumental in establishing the first trip to Ireland while Dr. Jill Dustin was the first faculty to lead an Ireland Institute. Dr. Ted Remley, then at

the University of New Orleans, headed a trip to Italy. When Dr. Remley joined ODU, the Italy Institutes came with him. Since that time, additional topics have been offered. Three institutes are offered in Tuscany, Italy throughout each year. The essence of the Ireland Institute has remained the same throughout the years while the program components have evolved to reflect the changing needs and growth of our profession.

In the spring semester, the ODU Counseling Program hosted a group of Italian counselors for the first time. Participants

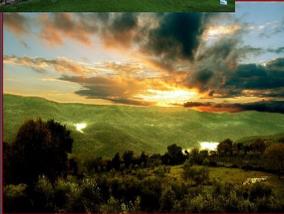
experienced similar training and immersion, and received a certificate upon completion. This exchange was a milestone as it highlights the essence of a true cultural exchange.

The ODU Counseling Program is committed to continuing to offer high quality international immersion experiences for counselors throughout the world. Please continue to check the website for program updates and additions. Please visit: <http://education.odu.edu/pcl/counselor/>.

Diversity and Counseling Institute in Ireland

August 5-16, 2012 in historic Dublin, Ireland. \$2785

A ten day institute set in the beautiful city of Dublin at the mouth of the river Liffey. The institute will be located at Trinity College in Dublin, with on-site housing. Those in attendance will learn about the counseling profession in Ireland from local mental health professionals while studying with nationally known counseling professors. Places of interest will include some of the following: Belfast sectarian neighborhoods, Northern Ireland school integration project, the Books of Kells, Dublin Castle, Hill of Tara, Passage Graves at Loughrea, Glendalough monastery ruins, Guinness Brewery, and Trim Castle. Participants may receive 3 graduate credits in counseling (multicultural counseling or elective), 3 undergraduate credits in human services, or 45 continuing education hours. The four week online dimension of the course begins in July, followed by the trip, and post-trip assignments. For more information contact Dr. Jill Dustin (jdustin@odu.edu), Dr. Ted Remley (tremley@odu.edu), or visit: <http://education.odu.edu/pcl/counselor/Ireland/index.shtml>.



A Counselor's View of Italy

May 10-25, 2012 in the beautiful mountains of Tuscany, Italy. \$2745

Attend a two-week study institute set in a picturesque 14th century villa on a mountainside in Tuscany. Learn about the counseling profession in Italy from Italian mental health professionals PLUS study with nationally known counseling professors. Learn as counseling practices in Italy are compared and contrasted to counseling in the United States. Visit ancient Italian cities on day trips including Florence, Pisa, Assisi, Siena, Greve, Lucca, and San Gimignano. Meet other graduate students and counselors from throughout the United States and Italy. Earn 3 Graduate credit hours in counseling, 3 undergraduate credit hours in human services, or 45 continuing education hours. This year's Institute is full, but check back for 2013. For more information contact Dr. Ted Remley or visit http://education.odu.edu/pcl/counselor/italy_conf/.



Dr. Ted Remley (back row, 5th from right) and Dr. Suzan K. Thompson (back row, 7th from right) w/ Italy Institute participants

Play Therapy Italy Institute

By Kayla Mendoza, masters student, Counseling

The ODU counseling program is proud to offer an International Play Therapy Study Institute set in a picturesque 14th century villa on a mountainside in Tuscany. The program is sponsored by the Counseling Graduate Programs at Old Dominion University in Norfolk, Virginia and Regis University in Denver, Colorado. Dr. Ted Remley is the Institute Director, and Dr. Kathleen Levingston is an Institute Faculty member for the program. The Play Therapy Italy Institute will be from March 8-17, 2012.

As part of the experience, graduate students and mental health professionals learn about play therapy from American and Italian mental health professionals. They also are able to visit ancient Italian cities on day trips including Florence, Pisa, Assisi, Siena, and Lucca. Participants are offered three credit options for the Institute: 3 graduate credits in counseling, 3 undergraduate credits in human services, or 30 continuing education hours.

For more information please visit http://education.odu.edu/pcl/counselor/italy_play/.

“We are what we repeatedly do; excellence, then, is not an act but a habit.”

—Aristotle

Institute for Complementary, Alternative, and Integrative Therapies

Sept. 21– Oct. 2, 2012 in the beautiful mountains of Tuscany. \$2195

A 10-day study institute set in a picturesque 14th century villa on a mountainside in Tuscany. Learn about complementary, alternative, and integrative therapies from American and Italian mental health professionals. Visit ancient Italian cities on day trips including Florence, Pisa, Assisi, Siena, and Lucca. Meet other graduate students and mental health professionals from throughout the United States and Italy. American and Italian mental health professionals (including counselors, psychiatric nurses, marriage and family therapists, psychiatrists, and social workers) will give presentations to participants. In addition, participants may apply to make presentations to participants. Presentation proposals that are accepted will be refereed presentations at an international conference. Earn 3 graduate credit hours in counseling, 3 undergraduate credit hours in human services, or 45 continuing education hours. For more information contact Dr. Suzan K. Thompson (skthompson@odu.edu), Dr. Ted Remley (tremley@odu.edu), or visit: <http://education.odu.edu/pcl/counselor/institute/index.shtml>.



Old Eyes, New Looking Glass: My Experience in Ireland

By Melody Moreno, doctoral student, Counseling



Melody Moreno on the Cliffs of Moher, Ireland

Ireland was an amazing and life changing experience. After traveling the world mostly for leisure, traveling for study abroad was unique and different. Experiencing a new world with a group of people who had similar interests in culture and counseling was amazing! I had a greater sense of appreciation of the sights and tours because of the history lessons, focused discussions, and guided activities given by Irish experts on the subject. Walking through Belfast would not have been the same without learning about the history of the religious tension within Northern Ireland. I remember watching the news as a child and seeing the image of soldiers escorting Catholic children to school with full body length shields and not understanding why

adults were throwing objects at the children. And then having the opportunity to physically walk through the same streets we learned about, the same streets I saw on the news as a child, was simply an incredible opportunity. Merging the cultural experience with a counselor mindset, learning about both modern and historical Ireland, experiencing the life of a Dubliner, and seeing how it all relates as a counselor, counselor educator, and supervisor was an invaluable experience I would not have learned otherwise. Not only did it give me a greater appreciation for the Irish culture, it helped me to connect to my own culture and understand others.

There were many things that I will always remember about Ireland. Honestly, I was expecting to walk into the breathtaking green mountainside of the Emerald Isle. Instead I was brought to a cityscape that held so much history and character in each brick and cobblestone. Walking through the streets of Dublin held a magical undertone. There is something to be said when Trinity College, the place we called home for 10 amazing days, is older than my country. And even though we stayed in Dublin, some of us traveled coast to coast from Dublin to the Cliffs of Moher. Other than the gorgeous landscape that no camera will ever be able to do justice, I was also amazed at how much the Irish knew about American history. I felt a sense of embarrassment that I didn't even know that much about American history, let alone Irish history. Hearing this Irish cab driver school me about my own country made me realize the important role history plays in today's society and as counselors, how vital it is to understand and be sensitive to our clients' background.

The experience I had in Ireland was simply amazing, enlightening, and inspiring, not only for the culture and history, but also for the relationships formed within the study abroad group. I only wished that we had more time for discussion. This life changing experience did not end in Ireland, but it opened my eyes to see the world in a new light for years and years to come.

A Snapshot of our Trip to Tuscany

By Becky Michel, doctoral student, & Dr. Cheryl Neale-McFall, alumni, Counseling

Several times a year the ODU counseling program hosts international study abroad programs in Italy for counseling students and faculty from programs around the United States. We had the amazing opportunity to travel to Italy this past summer where we engaged in enriching workshops, traveled throughout Tuscany and learned about the rich Italian culture and counseling profession. These experiences provided us with insight about ourselves as well as the broader international counseling community.

The workshops at the Italian Institute at Casa Cares featured Italian and U.S. professors and counseling professionals. We began the institute with hands-on activities that promoted teamwork and self-exploration. These well-timed sessions reinforced the notion that in order to be successful in the field of counseling and counselor education, we must first know ourselves. In addition to self-growth, we also learned about the daily lives of counselors in Italy. We learned many Italian counselors maintain a humanistic and holistic pedagogy, centered on the relationship with their client. Our Italian hosts were proud and willing to share their history, perspectives, and culture with us. Additionally, they were open to learning about how we do things in the states so they could improve their own future as counselors. This was quite humbling to see in action and caused us to speculate if we would welcome other cultures with such open arms. Overall, the workshops provided a necessary and interesting framework in order to capture and facilitate the history and culture of a counselor's view of Italy.

Of course, you can only learn so much in the classroom, so we were fortunate to travel throughout Tuscany to appreciate the beauty and splendor of the region. Some of the memories that stand out most include: bike-riding on the wall in Lucca, visiting the Academy in Firenze, the gorgeous views from Assisi, the wonderful Italian ceramics at Trasimeno Lake, the abundant market and wine tasting in Greve, the fantastic outlets (Cheryl's first pair of Fendi shoes), the

guided tour of Siena, and a spur-of-the-moment trip to Rome. We found Italian culture to be rich with art, family, passion and life!

Following the institute in Florence, Italy, a few students and faculty traveled to Pesaro, Italy to attend a Bi-Lateral Counseling Conference. Speakers from around the world offered perspectives about counseling in Italy, Ireland, Bhutan and the United States. Becky spoke with the group about building partnerships within the international counseling community. Davide Marioti, our host in Italy, shared that he found people to be quite similar in Italy and the United States—we are simply searching for someone to listen and walk with us on our journey.

We realized that we all have much to learn from one another. While we speak different languages and our cultures are different, if we open our hearts and minds we can hear Davide's message that we are more similar than different. One of Cheryl's favorite quotes goes, "What makes you stronger, makes you beautiful." We see this being true for not only us, but for the country of Italy as well.



Left to right: Dr. Chris Wood, Becky Michel, Dr. Danica Hays, Dr. Mark Reh fuss, Dr. Cheryl Neale-McFall, ODU Counseling & Human Services Faculty, doctoral student, and alumni, Counselor Education & Supervision in Italy.

New Doctoral Students



Dan St. John, M.Ed. is originally from Newport News, VA. He graduated from James Madison University in 2009 with a Bachelor of Science in Justice Studies and a minor in Philosophy. He immediately returned to Madison and obtained a Master of Education in College Student Personnel Administration in 2011. During his time at JMU, he worked within the Division of Student Affairs, specifically the Office of Judicial Affairs, the Office of Resident Life, and Career and Academic Planning. Currently, he is a Graduate Teaching Assistant for the Counseling Department—teaching an undergraduate course in Human Services, supporting multiple professors with research, and assisting with graduate admissions. His areas of research interest include college student development and members of the LGBTQIQA community. In the future, he hopes to work as a clinician in a university counseling center. Outside the “life” of a doctoral student, Dan enjoys making movies, going to the gym, and Madden.



Crystal E. Hatton is a doctoral student in the Counseling program. Born and raised in Suffolk, Virginia, she graduated from the College of William and Mary with a Bachelor of Arts degree in Psychology in 2005 and a Master of Education degree in Counseling in 2007. She is a National Certified Counselor and currently works as a professional school counselor at Newport News Public Schools. In her spare time, Crystal enjoys spending quality time with her new husband, hanging out with family, and working in her church. She is grateful to have the opportunity to pursue doctoral work and enhance her leadership skills within the counseling profession. Her research interests include legal and ethical issues within school counseling, multicultural competence of professional counselors, and mental health issues among adolescents.



Jen Randall, MA, NCC, comes to Old Dominion from wild and wonderful West Virginia. Jen began her career in counseling as a wilderness instructor after completing her first Master’s degree at George Washington University in Washington, D.C. in Mediation and Conflict Resolution. She spent the next six years working with at-risk youth and their families; providing coaching, counseling, in-home training to foster parents, and doing everything she could to promote resiliency in those she served. Jen returned to West Virginia University for a second Master’s degree in Community Counseling, which she completed in May of 2011. An avid traveler, Jen’s main goal is to continue her mission of bringing love to everyone and everything she encounters on this journey.

New Doctoral Students

Matthew W. Bonner received the Paul Robeson Scholarship to Rutgers University and graduated with a B.A. in Africana Studies with a minor in Religion. Following college, he matriculated at Howard University School of Divinity where he was Editor of the School Newsletter; he graduated in 2000. After receiving the Master of Divinity degree, he shepherded three churches, Mt. Zion Christian Methodist Episcopal (CME) Church in Sharon Hill, PA (2000-2005), Russell Temple CME Church in Alexandria, Virginia (2005 – 2010) and St. Paul CME Church (2010 – 2011). While pasturing, he received the M.S. degree in Pastoral Counseling from Loyola University in May of 2010. In counseling, his background involves marriage and family counseling and substance abuse, as well as the myriad of counseling experiences in pastoral ministry. His interests are multiculturalism and special needs families. He has been married to Michelle Bonner for 11 years and they have two wonderful children, Jacob and Joshua.



Kurt Hooks shared time growing up in Northern Kentucky and metro Atlanta but has lived in Virginia Beach for the past 11 years. He received a Master's degree in Community Counseling from Georgia State University (2000) and completed a Master's in Public Health from Eastern Virginia Medical School (2005) with an emphasis on management. Internship and practicum experience includes mentoring at risk youth, out-patient therapy in a physician residency training program, and research regarding program utilization and outcomes for acute care mental health services in the Hampton Roads area. He has worked extensively as a clinical manager in crisis settings and currently works in a local hospital emergency department providing crisis evaluations. His interests are improving treatment efficacy and access for consumers in crisis and those who struggle with chronic and severe forms of mental illness, especially those with socioeconomic challenges. He is also interested in coordinating care across agencies and medical disciplines for mental health consumers. He enjoys living a stone's throw from the beach as he is an avid surfer. He also visits with his family in Atlanta.



Katey Heimsch was raised in southern New Jersey, and recently moved to Norfolk to start the doctoral program in Counseling. Katey is a graduate of Rider University, with degrees in Psychology (BA, '04) and Community Counseling (MA, '09 and EdS, '10). She has a passion for working with at-risk children and teenagers, and has served this population for over 6 years. Most recently, Katey ran a daytime partial care program for children who were unable to attend school due to behavioral & emotional issues and life transitions between foster homes. She has also worked in residential treatment facilities - including community homes (in NJ and CO) and a wilderness camp, and has done in-home & outpatient counseling. Her research interests are, of course, children, adoption issues, suicidal ideation & behaviors, juvenile sexual offenders, and child abuse & neglect. In her free time, Katey enjoys trivia, cooking, travel, writing to penpals, and playing drums.



New Doctoral Students



Miranda is originally from Ohio, where she attended Cleveland State University and majored in English. Miranda completed her first Master's degree at Old Dominion University in English with an emphasis in Professional Writing. She became a full time English instructor at ODU in 2005 and has taught classes in Introductory Literature, American Literature, College Composition, Advanced Writing and Research Writing. She entered the M.S. Ed. program in Counseling in 2007 and completed the College Counseling track in 2011. She worked as an intake specialist and support specialist at a Agape Counseling and Therapeutic Services and has also held positions at ForKids Suffolk House Shelter and TRIO Student Support Services at Thomas Nelson Community College. Miranda is currently the Director of Student Affairs and Career Services at The Art Institute of Virginia Beach. She is interested in research related to college students and their identity development, application of college development theories to non-traditional college students, and the evolution of support needs for non-traditional students.

David grew up in a small tobacco-growing town called Fairmont, NC and attended Wake Forest University, Winston-Salem, NC. He lived in Winston-Salem from 1993 until August 2011. At Wake, David earned a BA in Psychology and a MA in Counseling. His journey to Counseling began while he was working as a residence director where he realized that he needed to obtain a Master's degree to further help his residents. David decided that he wanted to get a doctoral degree in Counselor Education and Supervision from Old Dominion University after reading a brochure about the program. He gathered that the school really supports its students, as does the Counseling Department. He is enjoying his time at ODU and loves the challenge the program is presenting. David aspires to be a faculty member as well as a Student Affairs Administrator.



Hsin-Ya Tang prepared herself for the counseling profession through the B.Ed. and M.Ed. program in Guidance and Counseling at the National Changhua University of Education in Taiwan. Mandarin Chinese is her first language, Taiwanese is spoken in her family, and English is used in her professional community. Speaking different languages enables her to think outside the cultural box and view the world with different frames of reference. She loves to study human connections and has an appreciation for interdependence. Hsin-Ya immerses herself within the existential therapy and postmodern feminist therapy. She is a Nationally Certified Counseling Psychologist and has worked as a college counselor in Taiwan. She has the privilege to interact with international students from various countries. This experience enhances her cultural sensitivity and respect for alternative lifestyles. Aside from the counseling profession, Hsin-Ya loves watching non-Chinese movies and enjoys fine food, table tennis, tarot cards, and Chinese creative writing.

New Faculty

Dr. Kaprea F. Johnson is one of three new members to join the Counseling faculty here at Old Dominion University. She also serves as a researcher for Hempfield Behavioral Health, Inc., a committee member for the Urban League Community Service Board, and a member of several other national and state organizations. Prior to joining Old Dominion, Dr. Johnson was at the Pennsylvania State University where she worked as a research assistant at The Center for Diverse Communities & Families and earned her doctorate in Counseling Education and Supervision. Her research interest includes community and school collaboration, school counseling, violence and delinquency prevention interventions, and multicultural counseling. While Dr. Johnson is involved in research, enjoys teaching, and is engaged in community service her family comes first. Dr. Johnson is the oldest of five children, she has three God children, one nephew, and a small tight nit extended family. She also enjoys cooking, painting, traveling, and writing short stories.

Dr. Mark C. Rehfuss received his doctorate in Counseling and Human Developmental Services from Kent State University in 2004 and holds licensure as a Professional Clinical Counselor in Ohio and as a Professional Counselor in Virginia. Prior to working at Old Dominion University he worked for seven years as an Associate Professor and the Associate Dean of the School of Psychology and Counseling at Regent University. He is currently, the Online Program Coordinator for the Human Services undergraduate program where he teaches Internship in Human Services (HMSV 468) and a variety of other Human Services courses. Dr. Rehfuss' research interests include career counseling and guidance, narrative career interventions, counselor education and supervision, qualitative research methods, and experiential learning. He is an editorial board member of the Career Development Quarterly, the Virginia Counselors Journal and an Ad Hoc Reviewer for the Journal of Vocational Behavior. He recently served as the Chair of the NCDA Research Committee and as President of the Virginia Association for Counselor Education and Supervision.



Chris Wood is an Associate Professor at Old Dominion University's counseling program assigned to the New College Institute (NCI). He was most recently an Associate Professor at Seattle University and prior to SU was a faculty member at The Ohio State University and the University of Arizona. Dr. Wood has previous experience as a high school counselor, a counseling/guidance department chair, a counselor/group leader at a residential youth facility for troubled teens, and a career counselor at an alternative school serving grades 7-12. He is Past President of the Western Association for Counselor Education & Supervision (WACES). Chris Wood is the Associate Editor for the Professional School Counseling journal (flagship journal for school counseling field with an acceptance rate of 10% and a distribution of 29,000) until 2013 when he will rotate into the head editor for 2 years. Dr. Wood has been Principle Investigator or Faculty Research Associate on over \$3 million in grants. He has over 30 conference presentations and 30 publications including articles in *Professional School Counseling*, the *Journal of Counseling & Development*, the *Journal of College Counseling*, *Counselor Education & Supervision*, *Career Planning and Adult Development Journal*, and *The Elementary School Journal*. Chris Wood is the head editor for the 6th edition of the National Career Development Association (NCDA)

publication, *A Counselor's Guide to Career Assessment Instruments* (with Hays) and co-editor for the 3rd edition of *Critical Incidents in School Counseling* (with Tyson and Portman). He enjoys, reading, writing, playing golf, Jazz, and movies.



Student Accomplishments

International, National & Regional Conference Presentations

Bender, K. Braun, E., Bridges, J., Dean, L., Jackson, T., Pusateri, C., & Smith, J. (2011, October). *Going the Distance: Reflections on Applying to & Surviving the First Year of a Doc Program*. Association for Counselor Education and Supervision Conference, Nashville, TN.

Bonjo, L. (2012, March). *Women's issues*. Oxford Round Table, Oxford, England.

Dean-Nganga, L. (2011, September). *Increasing student's confidence and effectiveness in substance abuse assessment and evaluation*. Association for Assessment in Counseling and Education, Fort Worth, TX.

Prosek, E. A., & **Michel, R. E.** (2011, September). *The International immersion experience of counselor trainees*. Poster presentation, Association for Assessment in Counseling and Education Conference, Fort Worth, TX.

Foster, L. H. & **Michel, R. E.** (2011, September). *An evaluation of current published research on Counselor Educators*. Association for Assessment in Counseling and Education Conference, Fort Worth, TX.

Moreno, M. (2011, October). *Teaching Lifespan Development: Including Spirituality*. Association for Counselor Educators and Supervisors Conference, Nashville, TN.

Pusateri, C., & Colburn-Neuer, A. (2011, October). *Doctoral students and multiple roles: Being a learner, teacher, colleague, supervisors, supervisee, and co-author*. Association for Counselor Education and Supervision Conference, Nashville, TN.

Pusateri, C., & Smith, J. E. (2012, March). *Teaching social and cultural issues from multiple perspectives: A practical guide*. American Counseling Association National Conference, San Francisco, CA.

Schimmel, C. Wassif, J. **Randall, J. E.** (2011, October). *Creatively Connecting Students: The impact of an outdoor orientation program on incoming counseling graduate students*. Association for Counselor Education and Supervision Conference, Nashville, TN.

Runyan, H. & Moreno, M. (2012, March). *Working with military children*. American Counseling Association Conference, San Francisco, CA.

Wood, C., Hays, D. G., & **Smith, J. E.** (2011, October). *What's up with that? Helping teach the leaders and helpers to discern between qualitative research traditions*. ACES INFORM, Association for Counselor Education & Supervision National Conference, Nashville, TN.

Wood, C., & **Smith, J.** (2011, October). *How socially unjust is my program? Minding your P's & C's: Helping leaders evaluate and improve systems for teaching leaders and helpers to be agents of change*. Association for Counselor Education & Supervision National Conference, Nashville, TN.

Smith, J. E. (2011, September). *Training counselors to use the advocacy competencies using PAR*. Association for Assessment in Counseling and Education National Conference, Fort Worth, TX.

Smith, J. E., & Dean-Nganga, L. M. (2011, September). *Leadership do's and don't's for qualitative research teams*. Association for Assessment in Counseling and Education National Conference, Fort Worth, TX.

State Conference Presentations

Dean, L., Hamilton, T., & Jackson, T. (2011, November). *Self-Esteem and female breast cancer survivors*. Virginia Counselor Association Convention, Portsmouth, VA.

Grothaus, T., **Jackson, T. & Thompson, S.** (2011, November). *Site supervision training for school counselors supervision*. Virginia Counselor Association Convention, Portsmouth, VA.

Hancock, R.D. (2011, November). *Counselor competency with sexual minority intimate partner violence victims*. Illinois Counseling Association Conference, Skokie, IL.

Moreno, M. & Stroud, A. (2011, November). *Integrating art therapy and cognitive behavioral therapy in a trauma group*. Virginia Counselors Association Conference, Portsmouth, VA.

Runyan, H. & Moreno, M. (2011, November). *Working with military children: A strength based approach*. Virginia Counselors Association Conference, Portsmouth, VA.

Awards

Bell, T. (2011). ACCA Emerging Leader; SACES President Special Merit Award; CSI Outstanding Mentor- Doctorate Level & Outstanding Service to the Chapter.

Britton, A. (2011). CSI Outstanding Mentor- Master's Level.

Hall, S. (2011). CSI Outstanding Practitioner Supervisor.

Michel, B. (2011). CSI Outstanding Doctoral Student.

Portner, M. (2011). CSI Outstanding Master's Student.

Smith, J. (2011). ACES Emerging Leader; CSI Student Professional Advocacy Heroine Award.

Book Chapters

Hays, D. G., Wood, C., & **Smith, J.** (2012). Advocacy and leadership through research best practices. *CSI leadership and advocacy*. Alexandria, VA: American Counseling Association and Greensboro, NC: Chi Sigma Iota International.

Publications

O'Morain, P., McAuliffe, G. J., Conroy, K., Johnson, J. M. & **Michel, R. E.** (In press). Counseling in Ireland. *Journal of Counseling and Development*.

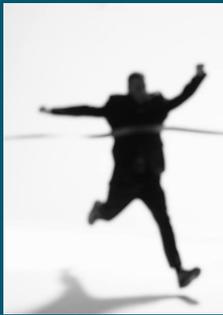
Sherman, N., **Michel, R.**, Rybak, C., Randall, K., & Davison, J. (2011). Meaning in life and volunteerism in older adults. *Adultspan Journal*.

New Service Positions

Dean, L. (2011). Graduate Student Member, Diversity Issues in Assessment & Research Committee, Association for Assessment in Counseling and Education.

Jackson, T. (2011). Proposal Reviewer, Virginia School Counselor Association Annual Conference.

Smith, J. (2011). Graduate Student Representative, Association for Assessment in Counseling and Education.



Selected Works

Faculty Accolades



Batten Endowed
Chair in Counseling,
Dr. Ted Remley



Dr. Nina Brown



Dr. Tim Grothaus



Dr. Danica Hays



Dr. Garrett
McAuliffe



Dr. Jill Dustin



Dr. Radha Hor-
ton-Parker



Dr. Mark Rehfuss



Dr. Kathleen
Levingston



Dr. Laurie Craigen

Regional and National Presentations

Hays, D. G., Lomas, G., Becerra, M., & Neuer, A. (2011, September). *Evaluation, review, and revision of the current standards for multicultural assessment*. Association for Assessment in Counseling and Education Annual Conference, Fort Worth, TX.

Horton-Parker, R., Lester, S., & Koivisto, E. (2011, March). *When aging loved ones need our care: An Adlerian approach for preserving everyone's sanity*. American Counseling Association Annual Conference, New Orleans, LA.

Hazler, R. & **Johnson, K.F.** (2011, October) *Community and School collaboration to jointly support research and programs for urban youth and other difficult to reach populations*. Association for Counselor Education and Supervision Conference, Nashville, TN.

Levingston, K. (2011, March). *Building rapport with children and adolescents: Creative ways to enhance the relationship*. Southern Organization for Human Services Conference, Macon, GA.

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Books and Book Chapters

Hays, D. G., & Singh, A. A. (2011). *Qualitative inquiry in clinical and education settings*. New York: Guilford Press.

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Dr. Edward
Neukrug



Dr. Alan "Woody"
Schwitzer



Dr. Vivian McCollum



Dr. Suzan Thompson



Dr. Christine Ward



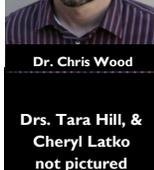
Dr. Kaprea Johnson



Dr. Tammi Milliken



Dr. Chris Wood



Drs. Tara Hill, &
Cheryl Latko
not pictured

Journal Articles

Healey, A., & **Hays, D. G.** (in press). A discriminant analysis of gender and counselor professional identity development. *Journal of Counseling and Development*.

Sikes, A., Walley, C., & **Hays, D. G.** (in press). A qualitative examination of ethical and legal considerations regarding dating violence. *Journal of Interpersonal Violence*.

Hays, D. G., & **Wood, C.** (2011). Infusing qualitative traditions in counseling research design. *Journal of Counseling and Development*, 89, 288-295. [Special Section, Invited]

Schwitzer, A. M., Duggan, M. H., Laughlin, J. T., & Walker, M. A. (2011). Describing dislocated workers' college adjustment. *Community College Journal: Research and Practice*.

Awards

Levingston, K. (2011). Shining Star Award, ODU Division of Student Affairs; Outstanding Faculty Member, ODU Ebony Impact Gospel Choir; Association for Play Therapy Leadership Academy Graduate.

McAuliffe, G. (2011). Rufus Tonelson Award for outstanding faculty member, Old Dominion University, nominated by Dr. Ted Remley.

Neukrug, E. (2012). The College of Education Tonelson Award, Old Dominion University.

New Service Positions

Hays, D. G. (2011). President, Association for Assessment for Assessment in Counseling and Education, a division of the American Counseling Association; interim editor for *Counselor Education and Supervision* journal, the national peer-refereed journal for the Association for Counselor Education and Supervision, a division of the American Counseling Association.

Levingston, K. (2011). National Organization for Human Services Secretary; Association for Play Therapy, Key Awards Committee Member.

Schwitzer, A. (2011). Department Editor, *In Practice Department, About Campus Magazine*, the national practitioner magazine about learning in higher education, American College Personnel Association and Jossey-Bass; Editorial board member, Book and Media Editorial Board, American College Personnel Association.

THE HUMAN SERVICES ASSOCIATION

By Jasmine Smalls, HSA President Fall 2011, Human Services



Human Services Students
with Dr. Kathleen Livingston,
CHS Faculty

The Human Services Association (HSA) is dedicated to serving the community and the students of Old Dominion University. Over the past year the members of HSA have volunteered at many non-profit organizations throughout the community. The association's members painted offices and presented a budgeting workshop within the Help Emergency Response (HER) shelter. In the past year, members of the association also had the opportunity to participate in the Comfort Zone Bereavement Camp in Goochland, VA.

This camp allows children that have recently lost a loved one to gather together and grieve. So often, bereavement ceremonies are geared towards adults, while the children are overlooked. The camp gives the children the opportunity to talk about their problems with those who have recently experienced a similar tragedy. HSA was also able to get staff from CZC to come to ODU and train the students/staff, so they could then participate in the camp. There are many volunteer opportunities at the camp, all geared towards benefiting the bereaving children. In addition to the above efforts, HSA prepared meals for the occupants of the Ronald McDonald House and the Seton Youth Shelter on a regular basis throughout the year. The association also engaged the children of the Seton Youth Shelter by making Easter baskets and tie dying t-shirts with them.

HSA is not only focused on serving the community, but also keeping the ODU campus clean and the students engaged. The association has an Adopt-A-Spot area near the Education Building that is cleaned by our members at least once a month. The association also has a paw print on the walk way advertising HSA as an organization on the ODU campus. In the Spring of 2011, HSA hosted an internship fair for the students interested in and/or required to complete an internship. This fair was free to the students and the employers. The goal of the fair was to give both parties the opportunity to network and explore the many opportunities within Hampton Roads.

A Message from the HSA Community Service Chair

By Kendra Robinson, Human Services Student

For three years I have devoted my time to the Human Services Association. I started as a general member, later became the Secretary, and now I serve as the Community Service Chair. Through this process, I have learned so much about the field of human services and I will carry these lessons with me. These lessons include networking with different organizations, engaging in many different community service opportunities, and making and building lasting friendships.

The Human Services Association allows students to

gain a broad insight into different organizations located in the Hampton Roads area and beyond. By travelling to conferences, hosting guest speakers to share about their work and their organization's goals, and providing community service opportunities with different populations, it creates a HUGE pool for great networking for future internships and careers!

Some of the many great places HSA has devoted time include making dinner for the residents at Ronald McDonald House, serving meals to the homeless at the Union Mission, taking on the role as a Big Buddy to a grieving child at Comfort Zone Grief Camp, keeping our campus clean by participating in Adopt-a-Spot, and helping in any way possible at

local races held in Norfolk and Virginia Beach. To serve is what we do best!

Another great thing about HSA is the friendships we make! Participating in community service events, being a board member, and just actively attending meetings allows you to meet and make some wonderful friends who share the same passion: to be a part of change!

I would encourage anyone to join this organization that shares the vision and wants to see it grow! Together, we can make a difference.



Tau Upsilon Alpha

By Nilsa Salgado, Human Services Student



As the human services field gained more credibility and acknowledgement in academia, the need for an honors society to highlight awareness of the field arose. Tau Upsilon Alpha Human Services Honors Society, launched in 2006 by NOHS, serves the purpose to

further legitimize Human Services' place in both the professional and academic realm. As an undergraduate level academic honors society, TUA focuses on serving humanity by connecting philanthropic college students with outreach opportunities on and off campuses. Members of TUA enjoy both intrinsic and tangible benefits that include: field experiences, certification as a member, academic enhancement, and the opportunity to meet like-minded individuals!

In the spring of 2011, Old Dominion University's TUA chapter was identified as an official organization on campus. Upon formal acknowledgment, ODU's chapter quickly began devising ways to gain recognition both on campus and in the surrounding Hampton Roads community. During the spring semester of 2011, ODU's chapter held an induction/graduation ceremony and participated in Relay for Life, in which they proudly raised over \$300 in donations. More recently, TUA held its first annual Meet & Greet between department professors and students. The Meet & Greet was a successful event, allow-

ing both parties to network and discuss the various opportunities offered by the Human Services Major.

This fall semester holds great promise for TUA. ODU's chapter will participate in events such as the Red Flag Campaign, Hampton Roads Night Out, and International Children's Day. Aside from participating in locally held events, fundraising efforts will provide opportunities for members to get to know one another better while increasing chapter funds. In hopes to alleviate membership costs, executive board members formulated the idea to face paint for TUA donations during ODU's homecoming football game. The chapter's future event commitments for spring semester 2012 officially include participation in Relay for Life.

TUA participation in both past and future events is coordinated by the chapter's advisor and executive board members. Dr. Kathleen B. Levingston is the faculty advisor. Elected executive board members for the 2011-2012 academic year include President Jessica Smith, Vice-President Tonia Thornburgh, Secretary Melissa Ziarek, Treasurer Kendra Ramos, and Reporter/Historian Nilsa Salgado. Collaborative efforts in event planning and decision making made by previously mentioned TUA leadership and members alike, ensure inclusion and overall chapter satisfaction. The TUA chapter at ODU plans to diligently continue developing as an organization, and bring additional recognition to the Counseling and Human Services department.

Human Services Distance Learning

By Kathleen Anguera, Human Services Student

I am a distance learner from Central Virginia. Think about that....A distance learner. I may be in many of your classes yet you have never seen my face. We may have lots in common but we may never be physically present in the same room. We may partake in a lively discussion over Blackboard but never sit next to each other during an exam. As a distance learner, I may be a member of your club but will never attend a meeting. I will not go to the seminars or volunteer alongside you. It is a strange set up with many limitations but I am appreciative to be a distance learner.

I will not bore you with the ups and downs of learning in Lynchburg, but I would like to tell you how volunteering has given me insight, and made much of the theories I have learned in school, spring to life and quickly turn from theory to practice.

I started volunteering at the local crisis line. The training was an abridged edition of what we have learned at school and it was very serious. After all, in a few short months we would be utilizing our knowledge to help callers through all sorts of crises. The training experience can be compared to learning how to swim; knowing that in a short time someone was going to drop me off a mile out to sea alone and expect me to make it back to shore towing in those I found drowning in the water on the way.

I look at what we are learning as human service professionals in the same way, albeit with less stress. What we learn in school is like the process of collecting tools that will help us guide someone through a dark, treacherous cave. The critical thinking and problem solving skills we are taught are like flashlights that our professors equip us with to enlighten and brighten the darker aspect of the journey. The self-knowledge and introspection that is urged are like having a deep understanding of the twisted turns through the labyrinth of the cave; preparing us for the areas of the cave we find most challenging and overwhelming. It makes us sure-footed and insures us that we don't lead anyone astray, deeper into the dark. The techniques, strategies, and resources we are taught to employ are like having a life-saving kit to deal with any injury or problem along our spelunking pursuit!

It is essential to have a deep understanding of the skills we are taught as human professionals when faced with someone's crisis and overwhelming level of stress. Even if you never face clients who are in deep crisis, fine-tuning your listening, intuition, and problem solving skills are key. After all, we are all agents of change, and wherever we seek work or volunteer, these skills are invaluable.



Human Services student
w/ Dr. Jill Dustin

Highlight of a Human Services Student



Hello. My name is Amanda Fluharty, and I am a senior in the ODU Human Services program. It would be impossible for me to tell you what it is like for all human services students because we are such a diverse group of people. I can just tell you my story.

Back when I was 16 years old, I found myself in a bit of trouble. I was required to do 40 hours of community service. My mother worked at an assisted living home, so I decided to complete my hours there figuring it would be easy. Little did I know, I would fall in love with the residents and continue working at this facility for the next five years. I started volunteering in the activities department where I joined the residents in events such as mock bowling tournaments or leading BINGO for them. Afterwards, I began working as a receptionist where I was able to sit and talk with the residents from day to day. This experience was especially important to me because I was able to learn about their life accomplishments in their own words versus reading about them on paper. A short while later I began working in the dietary department as a server. Here, I was able to sit and talk with them in a group setting. These people have become so significant in my life, and I look forward to seeing them each time I go into work. I feel that their generation has lost faith in mine, and I seek to challenge that

every day.

In 2008, I started at Old Dominion University. Scared and confused, I had no idea what I wanted to do with the rest of my life. After struggling in one of my classes, I met with an academic advisor. She asked me questions about what my interests were or if I had any hobbies. I simply told her with working full time and going to school full time, I did not really participate in outside activities. Then, she asked me about my job. I told her all about the residents. She asked me if I enjoyed working with the elderly. I replied, "No. I just like helping people." Finally, she asked the most important question of my academic career and possibly my life: "Have you ever thought of a major in human services?"

The following semester I enrolled in two introductory human services courses. I knew I had found my passion. Not long after, I joined the Human Services Association and Tau Upsilon Alpha, the honor society of human services students. By joining these two groups, I was able to take part in community service activities. One of the activities I took part in with HSA was the Ronald McDonald House Charities. There, our organization prepared dinner for the moms who were staying at the house while their babies were being taken care of in CHKD. One of these nights I had the opportunity to speak with one of the mothers. I used some of the skills I had learned from my Interpersonal Skills class while speaking with her. I tried my best to be genuine and give empathic responses while visiting with her because I knew she was going through a rough time with her sick infant. Another community service event I took part in with TUA was raising money during Relay for Life. I took what I had learned from all of my human service classes: the importance of advocating for clients. I feel that nothing can bring a person greater joy than being a part of something bigger than one's self and giving a helping hand to those in need.

When I leave ODU, I have not decided on what I will do, whether it is obtaining a Master's degree in social work or a Master's degree in counseling. Either way, I know I will be happy because I will be doing what I love most: helping others. When I first entered college, I thought that was the start of the rest of my life; however, with graduation only a few short months away, I realize my journey is only just beginning.

Working Full Time, Doctoral Student Part Time

By Kurt Hooks, doctoral student, Counseling

As a first semester doctoral student who has been separated from the academic world for six years, I am very much still adjusting to the added dimension of undertaking a doctoral program of study while maintaining full time employment with an outside agency. While balancing the energy demands of each setting, I have been reminded that there are considerable differences in culture in an advanced academic setting versus a healthcare setting or other workplace. It is necessary to learn how to effectively transition between these cultures and view differences with an appreciation of complimentary aspects between the two settings (and I am increasingly identifying complimentary aspects). Having worked in crisis environments for the better part of 11 years, it was important for me to again become enthused about the workplace as a learning environment. I have found that being academically stimulated has refreshed my curiosity for considering alternate methods and new conceptualization for the clients I am working with on a daily basis. I have also found a renewed energy to advocate for clients, especially in regards to collaborating with and educating the other healthcare professionals with whom I come into contact. Inversely, I have been able to bring some workplace experiences into class discussions and offer some perspectives from my particular background in mental health.



It is perhaps more challenging as a full time worker to develop an identity within the program as compared with peers who are graduate assistants. Due to time constraints, there are limited opportunities outside of the classroom to develop rapport with faculty and peers and gain deeper immersion. I have taken a conservative approach in regards to extra curricular enrichment opportunities in my first semester to allow myself to get a feel for the energy requirements on multiple fronts in my life as I move ahead in the program. I do look forward to increased involvement next semester and beyond as I continuously feel my way through. I am very thankful that Ph.D. in Counseling program affords a great deal of flexibility, support, and student input into developing an individualized program of study.

Social Advocacy

By: Laurie Bonjo, doctoral student, Counseling

Being an ally and an advocate has been a part of how I self-identify for a long time. Those who knew me in grade school would say I was pretty scrappy-- I placed myself squarely in front of the bigger kids who picked on my friends and told them that they would have to get through me to hurt anyone I loved. Perhaps because of my height, or maybe because of the fierceness of my convictions, or maybe just because it was my lucky day— the older kids backed down. Though I certainly wouldn't have described it in terms like "empowering" at age five, it was empowering to take action and to make a difference.

Instinctually, I worried about future altercations—I didn't like the idea of my friends and me being targets. I was scared, but I was also indignant—and from these feelings, I became motivated to do something to make change happen. This early experience taught me to use my voice to speak to people in authority: I talked with the school counselor and the principal about the bullying. I learned to speak up for myself and for others. This wasn't the last time my friends and I had to deal with bullies or a system that assumed we weren't there. The need to advocate and to self-advocate—and even to describe and defend the purpose of advocacy continues-- but I have hope. I notice that each time I take action-- every time I practice advocacy, my commitment to social justice grows stronger.

As an adult, being an ally and an advocate are quintessential parts of how I operate in the world. Advocacy is a vital and powerful component of my school counseling identity. Student voices experience disempowerment when facing multiple bodies of adult stakeholders; school counselors are responsible for ensuring that students are heard and that their voices are incorporated into school decision-making. Beyond the context of schools, social justice advocacy challenges the idea that client problems are an internal phenomenon. Operationalizing advocacy in the classroom encourages trainees to begin with empathy for clients and integrate awareness of socio-cultural forces that oppress client success with understanding of client concerns. Empathy, awareness and knowledge illuminate the scars of internalized oppression and negative self-worth that result when the opportunity gap is left to fester and widen. Advocating is a skill that can affect client success by contributing to equal access and opportunity for all people.

As a counselor-educator-in-training at Old Dominion University, I have a unique opportunity to engage in social justice advocacy in the classroom. I create a learning environment wherein the voices of marginalized, disenfranchised, underprivileged, and oppressed individuals are supported, valued and validated. I facilitate alliances and ally identity development among diverse students. I offer a lens that reveals the potential for powerful systemic change aimed at improving the status of diverse people and I help students operationalize ways of participating in social justice action at the individual, community, institution, and public levels. I am proud of the potential for student development we create in the institutional culture at ODU. We provide transformational experiences to our students because we have felt personally the value of growing beyond what is familiar to us. At ODU, students learn about systemic oppression, power and privilege, ally identity, and social justice advocacy because we are committed to a brighter future for all people.

Human Services Alumni Spotlight



Pictured: Krissy Gomez,
2009 HMSV graduate

By: Tonya Thornburgh, Human Services student

As a senior in the Human Services Program I had the pleasure of interviewing Kristina “Krissy” Gomez, a 2009 ODU graduate and an alumni of the Human Services program. I discovered I had quite a bit in common with her. Both of us are veterans, Navy wives and mothers, and most importantly, we are both passionate about helping people. While talking to her, I realized that the instructors and the curriculum are really preparing current students for their future careers.

Perhaps it was her Navy experience that helped guide her to become the School Liaison Officer at the Fort Eustis Soldier Support Center in Virginia. Krissy served in the United States Navy from 1994-1998, then ran an in-home day care center and volunteered at Teen Camps. Watching her friends and neighbors earn their degrees she knew that she could earn hers, as well. After her husband was transferred to Virginia, she decided to finish her degree through the distance education program offered at Old Dominion University. She attended TELETECHNET classes at the Peninsula and Tri-City Higher Education Centers.

Although her degree was earned through a distance education setting she does not feel like she missed out on anything that she would have learned on campus. She says that the TELETECHNET teachers really promote students getting to know each other and they were very available through email for the students to ask questions. Krissy also felt that the professors’ passions came through in their teaching and this helped the students learn whatever was being taught.

She does use the skills she was taught daily in her current position. As the School Liaison Officer she is out giving training to parents, teachers, and students weekly. She conducts presentations, creates lesson plans, and uses her communication skills when dealing with clients who are frustrated and not sure where to turn next. Her position is one that also requires creativity and self-motivation. Some of the training she conducts includes training teachers about military life, and teaching soldiers how to advocate for themselves and their family members.

She is also currently working with three students who are enrolled in HMSV 368: Field Observation. The students are planning and running psycho educational groups that will be held at the elementary, middle, and high school levels. Krissy will be supervising the students as they lead these groups; she says that she feels she is a teacher at heart.

Her advice to current “non-traditional” students is to stay organized; it will carry over into your personal recommends that all students use the resources that are available; she never submitted a paper without first sending it through the Writing Center.

Counseling & Human Services Alumni Highlights

By Jayne E. Smith, doctoral student, Counseling

Mrs. Cindy Newman, a graduate of the Human Services program, was awarded Wythe County Teacher of the Year by the Wytheville-Wythe-Bland Chamber of Commerce. In addition to completing her BS in Human Services with a minor in Special Education, Mrs. Newman continued her education, earning a MS in Special Education and she completed the Autism Studies Certificate. According to Mr. Doug Brown, Site Director for ODU's Distance Learning program at Wytheville Community College and one of the award selection committee members, "Mrs. Newman is a wonderful, caring person and I knew that she would make an outstanding teacher. She is one of those students who is an absolute joy to work with and makes you proud to have helped her on her path."

Mrs. Bainy Cyrus, a 2004 graduate of the Master of Science in Counseling program, was awarded the Darden College of Education Fellowship. The program recognizes one alumnus or alumna from our various departments for their outstanding efforts. The fellows are nominated by their respective academic departments and selected by the Darden College of Education. Mrs. Cyrus has worked as a job coach for Hired Hands and Associates since 2006, assisting persons with disabilities in competitive employment. Mrs. Cyrus was born in Norfolk, VA with a severe-to-profound hearing impairment and attended Clarke School for oral education at age five. After seven years there, she came home for good and attended regular school without mainstreaming. With the help of note takers and private tutors, Mrs. Cyrus graduated from Virginia Tech in 1985 with a bachelor's degree in landscape horticulture. She worked as a landscape designer for nearly 20 years before deciding to change careers. Mrs. Cyrus lives in Norfolk with her hearing husband Steve, sharing their interests in hiking, biking, gardening, and RVing.

Dr. Cynthia Walley, a graduate of the PhD in Counselor Education and Supervision program, was recently selected as the 2011 Emerging Leader for the North Atlantic Association for Counselor Education and Supervision (NARACES). Dr. Walley is currently an assistant professor for school counseling at CUNY Hunter where she emphasizes multiculturalism through teaching, research, supervision and advising. In fact, she believes it is imperative to focus on multicultural aspects with students in order to broaden their perspectives about the counseling process as well as the training/clinical relationship. She seeks to broach the ways in which cultural difference impacts assessment, interventions, and the counselors' clinical judgment, and is committed to helping the students to develop the skills needed to achieve academic and professional excellence. Dr. Walley's research interests are child and adolescent mental health issues and school counseling. Specifically, she is interested in substance abuse, play therapy, self-injurious behavior, counselor preparation, and misdiagnosis issues.



**Bainy Cyrus @ the DCOE
Fellow Reception,
November 15, 2011**

ACES as a Third Year Doctoral Student



By Tamekia Bell, doctoral student, Counselor Education & Supervision

During the Association for Counselor Education and Supervision (ACES) annual conference, I had the opportunity to present with a colleague from Georgia State University on advocating for the transgender community, and I presented with Dr. Danica Hays, Dr. Anita Neuer Colburn, and Jayne Smith about the HEART training program developed by Dr. Hays and Becky Michel. I was able to be part of these presentations by networking and inquiring about presentation opportunities. For example, I met my colleague from Georgia State University at a previous conference and we ended up discussing our research interests. From there, we developed this idea of presenting together regarding the transgender community. We communicated back and forth regarding this presentation through email and texting since October 2010. It was wonderful to see it all come together at the end. If you have the desire to present at professional conferences, I would suggest talking with your fellow peers and professors to see if an opportunity

exists where you all can present together.

Despite my nervousness in presenting, audience members were very engaging and showed genuine interest in the topic. Audience members provided great feedback regarding the presentation and suggestions for future directions. From this experience, I found that prepping for the presentations and being open and receptive to the feedback made this experience less anxiety-provoking. With both presentations, we conversed prior to our presentation to divide up parts and went over the presentation to make sure everyone was comfortable with their parts. Another thing that helped was adding my personality into the presentation. When I did this, it became more natural, and I was able to have fun!

In addition to presenting at ACES, I was also on the job market. I was excited that there were many job opportunities available. I was fortunate to have opportunities to meet with potential employers regarding some of these positions. Although these were “screenings,” it is imperative to make a lasting impression. To prepare for these meetings, I reviewed the college and department’s website to get an idea of their mission and values, reviewed the faculty within the department, and reviewed the list of classes offered. It was also important for me to generate some questions for employers regarding the position, the university, and the community. Overall, after conversations with potential employers, I had more information about how I would “fit” in the program. I discovered the best “fit” was important in order for me to be happy in a new position as a counselor educator.

One interesting thing I discovered during these meetings was the outstanding reputation of the ODU counseling program. Many potential employers were familiar with the program and the faculty. They praised the faculty and the wonderful students produced from the program! One potential employer said one of the many reasons he wanted to speak with me regarding the position within his department was the fact that I was enrolled in the counseling program at ODU. I think this was an amazing discovery because it confirmed that I made the right decision enrolling in the counseling program. I hope that we all continue to make this program the best in the nation!

Any questions or comments regarding this article can be directed to Tamekia Bell at tbell018@odu.edu.

Womantors and their Womantees

By: Jen Randall, doctoral student, Counselor Education & Supervision



It might be a man's world, but for two blissful days last week the women in the world of counselor education came together to make a safe haven for fellow gals to discuss their lives, joys, sorrows, and ability to cope with the amazing amount we have on our plates as wives, lovers, mothers, counselors, teachers, friends, partners, womantors and their womantees. These two terms are the newest in a litany of lingo geared towards women finding their place in a traditionally male dominated workplace. For those of us that have been honored enough to choose and be chosen for the profession of counseling, we might be in a field that does equalize the gender playing field. However, at the faculty level we are still struggling to find our way as a force that does not try to play like the men in order to be competitive, but instead gives rise to the essence of what it means to forge a new identity as a strong woman and faculty member, without the necessity of comparing ourselves to our male counterparts.

Let me be clear that this was not a man hate group I joined for a few days. We spoke of the men in our profession in both glowing, and an admittedly cheeky take on what a men's retreat might look like. What I experienced was instead a Women's Retreat first organized by Dr. Ann Vernon, who had a dream about providing a space within the American Counselor Education and Supervision (ACES) national conference for women to come together in solidarity and support in an arena that focused solely on being with women in a retreat environment created and conducted by women. My introduction into this retreat was from one of my most recent womantors, Dr. Christine Schimmel who called when she received the invitation from Ann telling me that she had found a way to get two more spaces opened, allowing us to attend this event. Chris has the distinct pleasure of hailing from the beautiful state of West Virginia (no bias there whatsoever for those of you that don't already know I love my home state with a passion approaching fervor), as well as teaching in the Counseling Department at West Virginia University.

Chris is the kind of womantor that a womantee is lucky to get even once in life. The best part is that I got a triad in my time in WVU's Counseling Program; Heidi O'Toole (Adjunct Professor at WVU and in my mind the definition of a rocking womantor) as well as Dr. Ed Jacobs (Impact Therapy creator, WVU Counseling driving force, and my male version of a rocking womantor). So when Chris told me this was an event I needed to be at, I made sure it happened. That triad taught me the importance of self-care as a helping professional, so attending this Women's Retreat helped to reinforce for me what it means to take the time to stop and reflect on my new role as a doctoral student. I had the distinct honor and privilege of hearing other women share their heartaches and joys as counselors. Their stories were the exact encouragement I needed to be present in my experience here at Old Dominion University, knowing that I have been fortunate enough to have an amazing professional foundation supported by caring individuals. The next Women's Retreat will take place in Denver, Colorado in 2013, so ladies mark your calendars now and join me for what I know will be a phenomenal chance to connect, learn, and adapt to the challenges of being a counselor. Also take a minute to express your gratitude for those that have been a womantor or womantee. Their sharing is what makes us who we are.

Research??? In Counseling???

No...On Second Thought, Yes



ODU Faculty, students, and alum enjoying a meal with other conference coordinators and participants.

By Jayne E. Smith, doctoral student, Counseling

"I don't like research." "Why do I have to do research?" "I'm terrible at math,

which is why I am in counseling. I just want to help people." I hear these sentiments often from counselors in training, and have thought some of them myself. In fact, during my master's program, I did not understand the importance of research, in part because I did not understand the full scope of research in practice.

Soon after I graduated, the sentiments changed. "How do we know we are helping?" "What benchmarks measure client outcomes?" "What types of presenting concerns are you seeing most frequently?" "How many students/clients do you serve each week?" "You want funding? Prove why you need and how you will use." "What assessment are you using with this specific population? Is that assessment appropriate and accurate for this population?" Suddenly, I knew why research was imperative. It provides the backbone of our profession. It is the material that fills in the framing of our house. Without data, we don't know if we are being successful and effective. We don't know if we are truly "helping people," which is what most of us set out to do upon entering this profession.

The Association for Assessment in Counseling and Education (AAACE), a division of the Ameri-

can Counseling Association, offers resources, knowledge, and opportunities to share and learn about research, assessment, and evaluation in counseling and education. I attended the annual conference in Fort Worth, TX in September where I met like-minded individuals who are committed to strengthening our profession through sound research, assessment, and evaluation. The sessions emphasized research methodology and design, assessment and survey development, and various data analysis strategies. We also learned about specific programs that exemplify outcome research and evidence-based practice. Experts shared with graduate students and new professionals about publication strategies and establishing research agendas. In fact, there was a special track for graduate students.

AAACE acknowledges the graduate program that brings the most students and that travels the most miles, collectively, to the annual conference. ODU won this year for most miles traveled collectively. Three faculty, 4 current doctoral students, and 3 recent graduates from the doctoral program attended the AAACE Conference. Dr. Danica G. Hays, Chair of the Counseling and Human Services Department at ODU, serves as the president of AAACE. Her dedication and expertise in research, assessment, and evaluation, as well as, her commitment to supporting student learning, contributed to ODU's presence at the conference. Many of us had poster and education sessions accepted, and four of us were appointed to serve in various capacities on the executive board and committees.

My hope in writing this article is to inspire those who don't think they like research, encourage those who are engaged in research, and offer a resource through the AAACE: <http://www.theaaceonline.com>. Please direct questions and comments related to this article to Jayne Smith, j5smith@odu.edu.

Program Information and Upcoming Events



Messenger Owl

May 2012 Graduation
Application due to the Office of the Registrar by November 30, 2011.

<http://www.odu.edu/ao/registrar/graduation/index.shtml>

Spring 2012 admissions applications deadlines

are **October 1st** for the PhD program and **November 1st** for the master's program. Interviews of the PhD applicants will take place in October and November.

Fall 2012 admissions applications deadlines are **February 1st** for the PhD program and **March 1st** for the master's program.

For information on supervision, practicum, and internship contact **Susan Lester** at clinicalcoord@odu.edu.

The Graduation Brunch will be held in honor of our December 2011 master's and doctoral graduates and CSI award winners on Thursday, December 15, 2011 from 10:00 AM to 12:00 PM in the River Rooms of Webb Center. Please RSVP by emailing **LaShauna Dean**, ldean008@odu.edu, doctoral student Graduation Brunch coordinator and CSI chapter president-elect.

Sign up for the **NCE/Comps Review** sponsored by the Omega Delta chapter of Chi Sigma. To be held every Saturday starting January 29th through February 19th. For more information, contact Omega Delta President, **Becky Michel**, rearh001@odu.edu.

The **NCC** spring exam date is **April 21, 2012**. The deadline to register for the exam is **January 9, 2012**. Please contact Saysha Malbon, smalbon@odu.edu for more information.

If you would like to contribute to the spring issue of **Reflections**, please contact **LaShauna Dean**, Ideannga@odu.edu, or **Jayne Smith**, j5smith@odu.edu, co-editors.

Doctoral Program Milestones

Congratulations to the SUCCESS-FUL completion of the following program milestones:

Written & Oral Candidacy:

Arleezah Marrah
Tamekia Bell
Tiffinee Hamilton

Proposal Defenses

Tamekia Bell
Tiffinee Hamilton
Ryan Hancock
Penny Makris

Dissertation Defense

Hannah Bayne
Christine Curry
Claudia Hines
Peg Jensen
Justin Lauka
Cheryl Neale-McFall
Anita Neuer-Colburn
Elizabeth Prosek
Brandy Richeson
Brian Shaw
Cheryl Shiflett

Accepted Positions

Ryan Hancock, Faculty, Student Personnel Services and Counseling, Northwestern State, University of Louisiana, Natchitoches, LA

Anita Neuer-Colburn, Assistant Professor, Counseling Program, Regent University, Norfolk, VA

Congratulations to our December 2011 Counseling Graduates

Master's Students

Kerry Ambrosino	Alisha Jones	Andrea Simon
Kasyida Briggins	Stacey Kiger	Jill Weaver
Amanda Britton	Tiosha Macklin	Ashley Wroton
Kristen Friedhoff	Catina Mitchell	
Jennifer Gunter	Mary Needham	
Latacchia Hamilton	Traci Richards	
	Sabrina Scott	

Doctoral Students

Caron Coles
Keesha Kerns
Cheryl Neale-McFall
Cheryl Shiflett
Amy Upton





Play Therapy Certification Program

By Kayla Mendoza, masters student, Counseling

For those students and professionals who are looking to add specialized training in working with children, adolescents, and their families to their repertoire, the Play Therapy Certification program would be a wonderful fit. Dr. Kathleen Levingston is a Registered Play Therapist Supervisor and serves as the director of the Play Therapy Program at ODU. This program provides professionals and students in the community with the opportunity to learn more about play therapy or to receive the training necessary to become a Registered Play Therapist (RPT). In order to become an RPT, the Association for Play Therapy (APT) requires that professionals have a total of 150 continuing education hours in play therapy. The workshops that are offered through the Play Therapy Certification Program include content required of any mental health professional interested in attaining a Registered Play Therapy credential. If individuals attend all 6 weekend workshops, then they will have met the APT play therapy educational requirement. Individuals will also need supervised experience hours utilizing and play therapy, and individuals can speak to Dr. Levingston (klevings@odu.edu) about a variety of ways for students and professionals to incorporate these hours into their practice. You can also find more information about the requirements to become a Registered Play Therapist on the Association for Play Therapy website – www.a4pt.org.

All workshops are held on Fridays, 5 - 9 p.m., Saturdays, 8 a.m. - 7 p.m., and Sundays, 8 a.m. - 7 p.m. with a half hour lunch break; lunch not included. Since seats are limited to the first 25 participants, registration is required. Participants MUST register to reserve a spot prior to the actual weekend workshop. Each 3-day workshop is \$300, and participants can pay as they go.

The Play Therapy program is offered as a series of six weekend workshops that are worth 25 continuing education hours each. Individuals can attend one or all of the workshops. These workshops are typically conducted around the same time each year, so if you are unable to attend a particular workshop, you could attend the following year.

1 – September 9-11, 2011 Principles of Play Therapy

2 – October 14-16, 2011 Games, Activities and Expressive Arts in Play Therapy

3 – November 18-20, 2011 Systematic Interventions: Group, Filial and Family Play Therapy

4 – January 13-15, 2012 Sand Tray and Narrative Techniques in Play Therapy

5 – February 17-19, 2012 Play Therapy and Creative Interventions with Adolescents and Adults

6 – March 30-April 1, 2012 Addressing Trauma and Loss through Play Therapy

For more information please visit http://education.odu.edu/pcl/profdev/Registered_Play_Therapy_Workshops_2011_12.pdf

Big Splash Events



The Big Splash counseling seminar series is in full swing this year with a great new lineup of topics and presenters. The series features three seminars each fall and spring semester. The mission of the series is to provide high quality, affordable continuing education events that benefit students, faculty, and professionals in the community.

For more information visit: <http://education.odu.edu/pc/counselor/BigSplash/index.shtml> or email bigsplash@odu.edu.

Saturday, November 19, 2011

BAL 1012

Addressing Issues of Aging in Marriage and Family Therapy

Patricia Stevens, Ph.D., LPC
Private Practice in Colorado

Saturday, December 3, 2011

BAL 1012

Using Expressive Arts in Group Work

Pam Paisley, Ph.D., LPC
University of Georgia

Saturday, February 18, 2012

Constant Hall 1002

The Challenges of Leadership & Vision in the Counseling Profession

Tom Clawson, Ph.D., NCC
President & CEO of NBCC
Greensboro, NC

Saturday, March 17, 2012

Constant Hall 1002

Counseling Children & Adolescents: The Parent Connection-Therapeutic & Ethic Considerations for Engaging your Clients' Parents

Katie Moore, Ph.D., LPC
Clinician & Supervisor, Compass Youth Services, Norfolk VA

Saturday, April 21, 2012

Constant Hall 1002

Ethics: The Foundation in Addressing Challenges & Issues in Counseling

Jim Whitledge, Ph.D., LPC, Guidance & Counseling Consultant, Oakland Schools, MI

BIG Splash	Regular Fee *Up to 1 week prior	Late Fee *1 week prior & @ Door
Omega Delta- CSI	\$9	\$14
Student w/ valid ID	\$19	\$24
Community Member	\$49	\$59



Department of Counseling and Human Services

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Most student biographies are written by the students named

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OLD DOMINION UNIVERSITY is located in Norfolk, the hub of historic Eastern Virginia. A member of Virginia's prestigious public college and university systems, Old Dominion is one of the oldest and most rapidly growing institutions on the Atlantic seaboard. The 200-acre campus borders historical, recreational, cultural and military facilities. Nearby are Williamsburg and Yorktown, the Chesapeake Bay and the Atlantic Ocean beaches, the Chrysler Museum, and NASA-Langley, the birthplace of our space program. Old Dominion University has a student body of nearly 19,000, and offers baccalaureate degrees in 65 areas, master's degrees in 64 areas, two certificates of advanced study, and doctoral degrees in 21 areas. The University is composed of six colleges: Arts and Letters, Business and Public Administration, Education, Engineering and Technology, Health Sciences, and Sciences. Old Dominion's primary mission is to meet the educational and professional needs of Hampton Roads and the students who come to the University.



The Darden College of Education prepares students for work in the dynamic and challenging fields of professional education and counseling. The college trains general and special education teachers, administrators, librarians and counselors, and prepares students for work in such areas as career management, family life education and clinical speech-language pathology. The Darden College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Virginia Department of Education. The master's program in counseling is also accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The University has initiated interstate certification contracts with 39 other states so Old Dominion graduates certified to teach in Virginia might gain reciprocal certification in such states as New York, New Jersey, Delaware, Pennsylvania, Connecticut, Maryland and North Carolina.

For More Information about the Counseling Program, please contact Admissions assistant Joy Maweu at 757-683-6132 or by e-mail at jmaweu@odu.edu. You can also get information in Room 110 of the Education Building.

Available Student Grants and Scholarships

Compiled by Jayne E. Smith, doctoral student

Graduate Student Scholarship Competition, American Counseling Association Foundation, deadline December 5, 2011. <http://www.acafoundation.org/>.

Mental Health Dissertation Research Grant to Increase Diversity (PAR-09-132), National Institute of Health, deadline January 8, 2012. <http://grants.nih.gov/grants/guide/pa-files/PAR-09-132.html>.

2012 Make A Difference Grant, Association for Humanistic Counseling, deadline January 10, 2012. <http://afhc.camp9.org/Default.aspx?pageld=833024>.

ASGW Peg Carroll Scholarship, Association for Specialists in Group Work, deadline January 31, 2012. <http://www.asgw.org/scholarships.htm>.

2012 Donald Hood Student Research Grant, Association for Assessment in Counseling & Education, deadline February 10, 2012. http://www.theaaceonline.com/Hood_2012.pdf.

Funded Research Award, American College Counseling Association, deadline June 1, 2012. <http://collegecounseling.org/2012-research-grants>.

Annual Research Grant, American College Counseling Association, deadline June 1, 2012. <http://collegecounseling.org/2012-research-grants>.

You and Your Family Are Invited to 2011 Graduation and Awards Brunch

Faculty, Students, Alumni, Families, and
Friends are invited to join us in celebrating
and honoring our December 2011 Graduates
and Award Winners

RSVP by December 2nd

DATE: DECEMBER 15

**COST: FREE FOR GRADUATES AND
AWARD WINNERS; \$20 FOR FAMILY,
FRIENDS, AND GUESTS**

TIME: 10AM-12PM

LOCATION

River Rooms
Webb Center

Please join us

Contact LaShauna Dean for more

Information:

ldean008@odu.edu

Open to graduates, students,
faculty and staff, CSI member-
ship, CSI Board members and
chair holders, friends and
families.

Register at:

<http://www.eventsbot.com/events/eb823323787> (Paypal is available!)



Schedule of Events

November/December 2011

- VCA, **November 10-12, 2011**
- Registration for Spring classes begins **November, 14**
- BIG Splash, **November 19**
- Thanksgiving Break, **November 24-27th**
- BIG Splash, **December 3**
- CSI Karaoke Night, **December 3**
- CSI Graduation Brunch, **December 15th**
- Graduation, **December 17th**

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10 VCA	11 VCA	12
13	14 Registration	15	16	17	18	19 BIG Splash
20	21	22	23	24 Thanksgiving	25 Break	26 Break
27 Break	28	29	30	1	2	3 BIG Splash & CSI Karaoke
4	5	6	7	8	9	10
11	12	13	14	15 CSI Brunch	16	17 Graduation

Upcoming Conferences & *Calls for Proposals

Association for Specialists in Group Work in Albuquerque, NM from February 9-12, 2012. Please visit: http://www.asgw.org/current_events.htm.

American Counseling Association in San Francisco, CA from March 21-25, 2012. Please visit: <http://www.counseling.org/Convention/>.

Southern Organization for Human Services in Helen, GA from April 1-4, 2012. Please visit: <http://sohse.org/>.

***Association for Spiritual, Ethical, and Religious Values in counseling** in Santa Fe, NM from June 3-5, 2012. Please visit: <http://www.aservic.org/conference-info/>. Conference proposal deadline: December 15, 2011.

National Career Development Association in Atlanta, GA from June 21-23, 2012. Please visit: http://associationdatabase.com/aws/NCDA/pt/sp/conference_info.

American School Counseling Association in Minneapolis, MN from June 23-26, 2012. Please visit <http://www.schoolcounselor.org/content.asp?pl=325&sl=129&contentid=182>.

Association for Adult Development and Aging in Williamsburg, VA on July 13, 2012. Please visit: <http://www.aadaweb.org/index.html>.

***American Mental Health Counselors Association** in Orlando, FL from July 19-21, 2012. Please visit: http://www.amhca.org/member/annual_conference.aspx/. Conference proposal deadline: December 15, 2011.

Southern Association for Counselor Education & Supervision in Savannah, GA from September 26-30, 2012. Please visit: http://www.saces.org/conference/saces_conference.asp.

American College Counseling Association in Orlando, FL from October 3-6, 2012. Please visit: <http://www.collegecounseling.org/conference>.