

Counseling & Student Personnel Services

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Editors: Sarah Jones and Dr. Anneliese A. Singh

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Lauren Moss: Program Alumna, Author, and Editor Prepares for the Release of her First Book

Sarah Jones



Lauren Moss, a graduate of our Counseling and Student Personnel Services program is currently an assistant professor at Kutztown University in the Counselor Education department. She has held her tenure track position for almost 3 years (2 years, 7 months at the time of the interview). During this time, she has worked diligently to teach her courses, mentor current students, and write collaboratively. Her newest project and first book is set to be released Summer 2017. Her text entitled, *School Counselors Share Their Favorite Small Group Activities Volume II*, which she coedited with Sarah Springer of Monmouth University in New Jersey is in the final stages of editing.

Dr. Moss' book is a product of her involvement with the Association for Specialists in Group Work (ASGW), a division of ACA. Though she did not expect to edit a book so soon in her career, the opportunity presented itself because she chose to engage, volunteer, and collaborate with professionals in the field. She said that many people miss opportunities because they do not believe they are ready, however, engaging in the clunky, beginning parts, pay off and come together as the process continues. As we continued to talk about the book and writing process, Dr. Moss commented on the amount of work involved in editing and authoring manuscripts and books. She told me, "It is not as glamorous as it sounds!" The process involved hustle, accountability, and collaboration.

Dr. Moss spoke very highly of her co-editor, Sarah Springer a counselor educator she met on an interview. Though they do not work at the same institution, they have developed a strong, collaborative partnership that Dr. Moss identified as growth-fostering. During our interview, Dr. Moss reiterated the power of partnership and recalled her surprise when she realized the ways her career changed as she began collaborating with partners who supported her through the process. She told me, "You never know when you meet the people who will change your career or move your career in one direction." As a result of her successful collaborations, Dr. Moss actively works to create environments that encourage growth-fostering relationships. For example, she used her book as an opportunity to mentor a student through the writing process. Further, Dr. Moss stays in touch with colleagues through quarterly, weekend writing retreats she organizes and hosts.

Dr. Moss' eight chapter book is a reimagined text that seeks to close the loop between theory and practice. Since she worked as a school counselor before and during her doctoral studies, Dr. Moss was familiar with ASGW publications, some of which were written for school counselors by school counselors. Though those publications offered session plans and highlighted current trends there was room for improvement. Because she values the collaborative nature of counseling, Dr. Moss enlarged the scope of her book to consider ways school counselors, school counselors in training, individuals, stake holders, administrators, and teachers could use the text as a resources. In *School Counselors Share Their Favorite Small Group Activities Volume II*, readers learn ways to support school counselors as they engage in professional development, use data to reform practice, highlight advocacy competencies in school settings, and integrate group work to meet students' needs. The session plans, which follow the chapters, include topics regarding anxiety, decision making, grief and loss, and social skills for students in elementary, middle, and high school.

Dr. Moss was open, passionate, and understanding throughout our interview. She reiterated her belief that we are all capable of teaching, writing, and publishing as long as we engage in the work and are genuinely inspired by the topic. She suggests finding individuals with whom you can engage in growth-fostering relationships and to choose projects wisely. I hope you join me in congratulating Dr. Moss for her accomplishments. *School Counselors Share Their Favorite Small Group Activities Volume II* will likely be released in Summer 2017, at which point Dr. Moss can begin her second book— *The Journey to Tenure: Hello from the Other Side*, which she plans to coauthor with Springer.

Attending Professional Conferences: Our Panel of Graduate Students Offer Tips

Becka Shetty, Peter Paquette, Natalie Edirmansinghe, Tameka Oliphant, and Brean'A Parker



What conferences do you typically attend?

Becka: NASA—Student Affairs Administrators in Higher Education and SACSA—Southern Association of College Student Affairs

Peter: ACPA—College Student Educators International

Natalie: School Counseling and Counselor Education Focused Conferences

Jean: NODA—Association for Orientation, Transition, and Retention in Higher Education, NISTS—National Institute for the Study of Transfer Students (NISTS), SIT—Students in Transition (SIT), and NASPA

Tameka: ACA—American Counseling Association, GSCA—Georgia School Counselor Association, ACES, SACES—Southern Association for Counselor Educators and Supervision

Brean'a: ACPA, NASPA, ACES—Association for Counselor Education and Supervision, NMCS—National Multicultural Conference and Summit, APA—American Psychological Association

What do you do before conferences to prepare?

Tameka: I review the conference program book or app to create my schedule. I also check to see if there are volunteer opportunities available. I have found volunteering to be a great way to network while giving back to the profession.

Jean: I review the conference schedule and map out the sessions I wish to attend. I also ask colleagues who cannot attend the conference if there are areas to gather information to bring back to the office.

How do you decide which session you will attend?

Peter: I go to sessions for presenters whose work I respect, passion areas, sessions that apply to current work, and sessions that apply to my research.

Brean'a: I choose based on the content of the sessions and areas of professional development, personal/professional challenges, or content related to personal or scholarly research interests.

What tips do you have regarding networking?

Becka: Authenticity! Be intentional about the conversation you have with people sitting around you at sessions. Speak with people you already know in order to connect with people you don't.

Natalie: Present! Also, I've always found it helpful to find one person at the conference to reach out to who knows other people. I also suggest attending events and applying to be on boards.

Brean'a: I usually talk to speakers whose topics are similar to mine and ask them about their experiences. I ask for their contact information or advice that I can carry with me, especially if they are Black women.

Tameka: Always have business cards! If you don't have business cards (which has happened to me quite a few times), my favorite line - "Let me get your card, and I'll send you an email this evening."

What do you do after a conference to maximize your experience?

Peter: If any colleagues made a strong impression on me I send an e-mail to follow-up and say it was great to meet.

Natalie: I like to reach out to others, implement some strategies that I may have learned, and reflect on my experience.

Jean: I review session presentations, debrief with staff or colleagues who attended the same conference, reach out to presenters with questions, and document questions or notes during presentations for further discussion

Brean'a: I keep the program and follow up with the people I met or organizations they mentioned. I also try to take what advice or tips they give me and incorporate it to my practice. If they suggest a book or have written a book, I will read it or buy it to further my own self-knowledge and education

Tameka: I make sure to email people with whom I have exchanged cards. Even if I am not sure how I will connect with that person in the future, I always want to leave the door open. I also label and file away any handouts that I think I will want to access in the future so that they are easy to find.

High Rankings for The University of Georgia and the Department of Counseling and Human Services

By Sarah Jones

U.S. News and World Report releases an annual list of college and university rankings. The University of Georgia is consistently ranked in the top 20 for public institutions, and this year UGA comes in at #18. Furthermore, the Department of Counseling and Human Services is ranked #3 in the nation.

U.S. News and World Report uses a variety of data to determine their rankings. Methodologists consider graduation and retention rates, undergraduate academic reputation, faculty resources, student selectivity, financial resources, graduation rate performance, and alumni giving to rank

institutions. For a detailed description of the methods behind the ranking, visit U.S. News: <http://www.usnews.com/education/best-colleges/articles/how-us-news-calculated-the-rankings>. Congratulations to UGA, our department, and all faculty who help create a top-tier learning environment for students!

Forging Creative Community Partnerships

Michael Drew

One of the best things about participating in a cohort model is that we share our diverse personal and professional experiences. A great example of this sharing occurred during an assignment in counselor education, when we were exploring possible interventions for middle school children living in an underserved area. Having members of our cohort already working in similar settings enabled us to draw on their expert knowledge in devising a plan.

One of the members of our cohort, Ashlee Perry, provided valuable insights into the challenges associated with middle school children and their families. Ashlee is a Middle School Counselor in Athens-Clarke County, who described the many systems of oppression that can negatively impact her students and their families, reflecting the realities of our class assignment. At the time, I remember thinking that my own background in firefighting seemed at first to be completely irrelevant to this assignment, but when meeting with Ashlee and discussing some of the options we might include in our intervention, we began to discover that our seemingly different careers offered something of an advantage; creative community partnerships.

After discussing our vision, we invited the Athens-Clarke County Fire Chief and Athens Mentoring Agency into a creative partnership where firefighter (mentors) could be paired with middle school students (mentees) for an entire school year to provide meaningful time together. This concept was not only met with genuine interest, but caught the interest of Fire Engineering, a magazine with a 131-year tradition in training the fire service as a public service model for forging creative community partnerships between firefighters and the communities they serve. See more about our partnership by following the link below:

<http://www.fireengineering.com/articles/2016/09/forging-creative-community-partnerships.html>

The Holistic Nature of Career Counseling

Dr. Lenoir Gillam/ Sarah Jones

We are fortunate to have Dr. Lenoir Gillam working with our program this year. Before joining us at UGA, Dr. Gillam was a professor in the Counseling, Foundations, and Leadership department at Columbus State University, where she began teaching in 1998. Dr. Gillam is an LPC, licensed psychologist, and nationally certified counselor. She has served as the president of the Association for Specialists in Group Work, a division of the American Counseling Association, and her research agenda includes group work, supervision and training, multicultural counseling, and school counseling. When she is not working, she likes to travel, golf, watch football, and work out. She also enjoys spending time with family and friends, reading, and learning Spanish. I recently had a conversation with Dr. Gillam about the history of counseling and the holistic nature of career counseling, which includes attention to personal and contextual variables in the counseling process.

At the turn of the 20th century, Parsons, a vocational educator, considered to be the “Father of Counseling,” opened Boston’s Vocational Bureau then wrote a book entitled *Choosing a Vocation*. Though the book was not published until after his death in 1909, Parsons’ work shaped the way we view vocational development. Concurrent with Parsons’ work, Jesse Davis worked

in public schools to implement a systematized guidance program, while Clifford Beers exposed poor conditions in mental health systems and institutions in his book, *A Mind that Found Itself* (Gladding, 2012).

While counselors and scholars like Parsons, Davis, and Beers were working in the field, vocational and personal counseling were generating murmurs in the mental health community. In 1913 the National Vocational Guidance Association, a precursor to ACA was founded. By 1917, the Smith-Hughes Act provided resources for vocational education in public schools. Historic events such as the Great Depression in 1929 and WWI helped the profession evolve as counselors such as E.G. Williamson developed strategies and theories that emphasized counselor-centered approaches. Williamson's trait-factor approach created a space for counselors to consider the role of their work and relationship with clients. In the 1940's, Carl Rogers introduced a client or person centered approach to counseling and the third, humanistic force of counseling was in motion (Gladding, 2012).

When Gilbert Wrenn, a counseling and developmental scholar published his book *The Counselor in a Changing World*, he set the tone for counseling in the 1960s. As a result of the scholarly research and the changing needs of our citizens, the Community Mental Health Centers Act was established in 1963. This legislation created a space for addiction counseling (Gladding, 2012).

The implementation of Title IX and the affirmative action, anti-discrimination legislations promoted the growth of multicultural counseling in the 1970's. As training for counselors became more standardized in the 1970's, organizations such as ACES and NBCC were created to support counselors in their professional development and certification.

By 1992, counseling was included as a primary mental health profession by both the Center for Mental Health Services and the national Institute of Mental Health. Today's trends in counseling are impacted by tragic events such as Hurricane Katrina, wars in Iraq and Afghanistan, and violence related to mass shootings (i.e., Columbine, Sandy Hook, and Orlando). Counselors are asked to use a social justice lens and advocacy skills to consider the systemic issues related to oppressive behaviors. Furthermore, counselors are asked to develop an identity that embraces the history of our profession, as well as the future (Gladding, 2012). Below, Dr. Gillam has shared her tips for developing a strong counselor identity.

Dr. Gillam's tips for developing a counselor identity

1. **Be Open to Learning Experiences.** From coursework to field experiences to research and service projects, counselor identity can be enhanced through participation in all of these activities, which offer exposure to the research, process, and practices of the counseling profession. Though specific interests are likely to emerge along the way, participating in new and different professional experiences may open other pathways for learning about the profession and supporting counselor identity.
2. **Get Involved.** The busy life of a graduate student likely includes interests and obligations beyond the role of being a student. However, participating as fully as possible as a cohort member, getting involved in research and service projects, and being active in professional associations are some ways to learn more about the profession and network with others in the field.
3. **Connect with Others.** To continue with the point above, relationships (e.g., with peers, mentors, etc.) can provide professional development experiences, support, and opportunities to learn more about self and others.
4. **Practice Self-Care.** In reference to the above items, to make the most of learning opportunities, getting involved, and connecting with others, a healthy YOU matters. Counselor identity is a process and not merely reflective of a destination, so I encourage you to identify and prioritize your happiness and

wellness!

Gladding, S. T. (2012). *Counseling: A comprehensive profession*. Upper Saddle River, NJ: Merrill/Pearson.

¡Pura Vida!

Dr. Malti Tuttle

During my doctoral program I was fortunate to have the opportunity to participate in a study abroad program to Costa Rica hosted by UGA's CLASE (Center for Latino Achievement and Success in Education) Center. This immersion experience profoundly impacted my role as a school counselor and social justice change agent. The program allowed me to reflect on issues related to multiculturalism, diversity, language, and gender roles as well as recognizing implications for school counseling. As I connected with the residents of Costa Rica, my knowledge of their culture, importance of relationships, and value to take each moment as it comes expanded my worldview and understanding of their lives. The immersion experience allowed me to live with a family, learn about the culture and community, tour schools in rural and urban settings, and build relationships. Additionally, the study abroad opportunity enriched my professional and doctoral experiences by participating in service learning projects such as teaching school aged students English and various educational topics.

Once I returned from Costa Rica I was able to apply my Spanish skills, knowledge, and cultural awareness to my work setting as a practicing school counselor and social justice change agent. Through this experience, my research interests in Latino student advocacy and English Language Learners (ELL) further emerged. Since the study abroad program, I have been involved in various research studies and presentations focusing on school counselor partnerships with English Language Learners and Latino students and families. I believe anyone who has the opportunity to attend a study abroad immersion experience would benefit as an ally, advocate, practitioner, and researcher.



Charles Crisman: An Interview with our new UGA Gwinnett Librarian

Charles Crisman; Sarah Jones



I first met Charles at UGA Gwinnett's open house. Newly hired, Charles introduced himself and I immediately noticed his excitement and energy around student learning, research, and the media skills necessary to be successful in graduate school. I recently spoke with Charles and asked him a few questions regarding his background, skills, and the ways he can support graduate students. His answers are below:

Tell us a little about yourself. How did you become interested in this work?

I have a Master's of Science in library science and a Maser's of Education in education technology. While I have worked as a librarian in many different capacities (Wall Street, Consulting) for the last 10 years, I have supported non-traditional technical college students here in Atlanta. Working with non-traditional adult learners is my passion, because I have been one and I understand the myriad of challenges that they face.

What are the ways you most like to work with students in your current position?

I will work with students in any way that is best for them. Primarily, I work with students in one-on-one sessions in the library, but I will also work virtually through email, text and a shared Google drive space. I am very flexible and will work with small groups, and classes too. I'll do anything I can to provide first-rate service, so that students can reach their goals.

What special skills do you have that you would like us to know about?

My goal as the Library Manager of the Gwinnett campus is to provide the same student support services that can be found on the main campus, but in a much more personalized and accessible way. I can help with:

- Research, literature and writing support
- Instruction on navigating the UGA libraries web site and Galileo
- Topic discovery
- Proper citation
- Instruction on using Endnote or RefWorks
- Resume creation and editing
- Library computers (MS office software etc.), scanning and printing
- And also borrowing books

What is the best way to work with you?

My normal hours are from 10am – 7pm Monday – Thursday and 8am to 2pm Saturday. However, these hours are not set in stone and I will happily meet with students outside of those hours, within reason. You can get in touch with me via phone (678)-985-6798; text (678)390-4328; or email Charles.Crisman@uga.edu. Texting is the easiest way for me to receive and send messages, but feel free to send an email to set up an appointment.

Faculty Connection: What's on Your Bookshelf

Sarah Jones

After completing final projects for the semester or when I need a break in the evenings, I find solace in a great book. The only thing I like to read more than a great book is a list of great books. So, I recently asked our faculty to share their favorite book(s). Below is a list of books our faculty consider favorites:

Dr. Cooper: Harry Potter Series by J.K. Rowling

Dr. Dean: *Left Hand of Darkness* by Ursula LeGuin, *Wuthering Heights* by Emily Bronte, *A Canticle for Leibowitz* by Walter Miller, *The Divine Secrets of the YaYa Sisterhood* by Rebecca Wells, and *Flowers for Algernon* by Daniel Keyes

Dr. Daigle: *To Kill a Mockingbird* by Harper Lee, *Tale of Two Cities* by Charles Dickens, *The Girl with the Dragon Tattoo* by Stieg Larsson, and all Rosalind Wiseman books

Dr. McMahon: *Catch-22* by Joseph Heller and *Of Mice and Men* by John Steinbeck (Dr. McMahon)

Dr. Singh: *The God of Small Things* by Arundhati Roy

Accomplishments and Accolades

Dr. Cooper for co-authoring a book entitled *Multiculturalism on Campus: Theory, Models, and Practices for Understanding Diversity and Creating Inclusion*

Dr. Cooper for presentations regarding The Development and Validation of the Just Sustainability Inventory

Drs. Cooper and Dean for presentations regarding Challenges of Creating a Campus-Wide Culture of Integrity, and Assessing the Transformation of Campus Culture

Dr. Dean for receiving the Robert H. Shaffer Award for Academic Excellence as a Graduate Faculty Member

Dr. McMahon for being named Fellow of the Center for School Counseling Outcome Research and Evaluation (CSCORE) at the University of Massachusetts Amherst

Dr. Singh for her AMCD Mentoring Award

Dr. Singh for her APA Early Career Distinguished Contributions to Psychology in the Public Interest award

Raven Cokley for her selection to serve as an ACPA Ambassador

Regina Finan for presentations at ACA and SACES

Margie Gill for approval to conduct research with the University of Rwanda School of Education and the Minister of Education; Awarded \$150,000 grant

Alex Huguelet for being named GSCA's school counselor of the year

Tameka Oliphant, Raven Cokely, Brean'A Parker, Sarah Brandt-Rajahn and **Natalie Edirmanasinghe** for their selection as Social Justice Ambassadors for the Counseling and Human Development Services department

Tameka Oliphant for receiving the Black Faculty and Staff Organization's Founders' Scholarship Award

Peter Paquette on his new position as graduate student for the center of assessment at UGA

Becka Shetty for a recent publication in the *Journal of Student Affairs Research and Practice*

Jean So on her new position as Director of Orientation and New Student Programs at Kennesaw State University

Second Year Cohort for completing comprehensive exams

Upcoming Conferences

- National Youth at Risk Conference
 - March 5-8
 - Savannah, GA
- NASPA: Student Affairs Administrators in Higher Education
 - March 11-15
 - San Antonio, TX
- American Counseling Association
 - March 16-19
 - San Francisco, CA
- ACPA: College Student Educators International
 - March 26-29
 - Columbus, OH
- IAC: International Association for Counseling
 - April 20-23
 - Buenos Aires, Argentina
- National Summit for Educational Equity
 - April 24-27
 - Arlington, VA
- AERA: American Educational Research Association
 - April 27-May 1
 - San Antonio, TX

- Dismantling Systemic Racism: 2017 Conference on Race, Education & Success
 - May 10
 - Crowmell, 2017
- Equal Justice Society: Resilience of Racism Conference
 - June 1-3
 - Oakland, CA
- American School Counselor Association
 - July 8-11
 - Denver, CO