Counseling Program Highlights

By Amanda Healey, Ph.D. Student

The counseling program has had an active start to the academic year. Students and faculty have traveled and presented at the AACE conference in Dallas, TX, the NARACES conference in Portland, Maine, and the SACES conference in Houston, TX. Our program will again be represented at Mid-Atlantic Group Psychotherapy Conference and the VCA conference in November. The counseling program here at ODU is being well represented throughout the counseling world by students and faculty alike. We have also recently completed a successful CACREP evaluation and our research team is back in full swing!

Our first doctoral graduate, Dr. Bianca Puglia, successfully defended her dissertation in August of 2008 and is now a tenure-track faculty member at Eastern Kentucky University. The program accepted 27 new master’s level students this summer and fall as well as 16 full and part-time doctoral students. We also welcome new faculty member Dr. Vivian McCollum!

Drs. Ted Remley and Danica Hays were both honored by ACA and Dr. Garrett McAuliffe has published his long awaited Culturally Alert Counseling video series as available through Sage publications in conjunction with youtube.com. Dr. Hays is now the president-elect for SACES to begin her presidential term in 2010, received the SACES pre-tenured faculty award and was featured as a discussant in a recent edition of Counseling Today. The Virginia School Counseling Program Manual was released this year as co-written by Dr. Tim Grothaus. Dr. Ed Neukrug has also completed the development of The Stories of the Great Therapists website.

Doctoral student April Sikes received the SACES emerging leader fellowship and students Amanda Healey and Breyan Williams-Hazlip received SACES research grants for their respective projects.

These are only some of the many accomplishments of our amazing faculty and students. We look forward to many more as our program continues to grow!

Available Student Grants and Scholarships

Compiled by Amanda C. Healey, Ph.D. Student

Ross Trust Graduate Student Scholarship Competition

The American Counseling Association, in collaboration with the ACA Foundation, sponsors the annual Ross Trust Graduate Student Scholarship competition every year, beginning in the Fall. Through the Ross Trust, ACA awards 15 scholarships each year -- ten to master’s level students and five to doctoral level students. The Ross Trust Graduate Student Scholarships have a monetary value of approximately $1,375. More information at http://www.acesonline.net

ACES Grant

The purpose for this call for proposals is fund studies that increase understanding of professional development in Counselor Education and Supervision. The ACES Executive Council has again allocated funds for the Research Grants Committee to support deserving ACES researchers. The maximum grant given will not exceed $2000. http://acesonline.net

ACA Ethics Competition

The case study competition serves as an opportunity to engage graduate students (masters and doctoral level) in critically analyzing a potential ethical case and creating an appropriate ethical decision making plan to respond to the ethical situation. A master’s level team can still be formed to represent our program. Good luck to our doctoral student team!! For more information, please visit: www.counseling.org

C-HEAD Grant

C-AHEAD supports new ideas and programs. The Make a Difference Grant provides funding for research projects in the area of humanistic counseling and education. C-AHEAD funds one research grant per year in the amount of $500.00.

The Vicki E. Bowman Scholarship

The scholarship will honor an outstanding graduate student who is active in the study and practice of group work who also demonstrates leadership and support roles among fellow graduate students. The recipient of the scholarship will receive a stipend of $250, a plaque, and a year’s membership in ASGW. Applicants may be nominated by a faculty member or fellow graduate student or may nominate themselves. For more information visit: www.asgw.org
Care Now

By Rebekah Byrd, Doctoral Student

CARE NOW (Character and Resilience Education, Norfolk Public Schools and Old Dominion University Working together) is successfully in its second year of programming at Blair Middle School in Norfolk, VA. As a collaborative prevention program, its aim is to promote the personal/social and academic achievement of all 6th graders. Formally known as RALLY, the program’s seamless approach to in and after school training has grown and developed over the last year. I work as the In-School Coordinator with all 6th graders, teachers, 5 ODU Human Services undergraduates, and ODU and NPS administration. Under my supervision, the human services undergraduates promote character and resiliency traits with all 6th grade students through large group activities in the classrooms. They also lead small group and individual interventions with all of the students, especially those with greater risk of academic failure and/or social/emotional needs. This collaborative program has been such an amazing opportunity for me to gain further professional experience. I feel very privileged to be able to work so closely on this project with Dr. Milliken (PI) and Dr. Craigen (I). Last year, pre-post results showed a decrease in 6th graders’ absenteeism and disciplinary referrals and an increase in math performance as a result of participating in the program. This year, we intend to replicate these results and more as we prove that we can have fun while accomplishing our goals!

Summer Institutes

Diversity and Counseling Institute in Ireland scheduled for August 10-20, 2009 in historic Dublin, Ireland. $2875

A ten-day institute set in the beautiful city of Dublin at the mouth of the river Liffey. Dublin is one of the fastest growing capital cities in Europe and provides a plethora of historical and cultural sites and experiences. The institute will be located at a college campus 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. Those who choose to participate will visit the historical sites of the surrounding area through guided excursions. Places of interest will include the Books of Kells, Dublin Castle, Hill of Tara, Kilmainham jail, Glendalough, Powerscourt Gardens, Newgrange, and Trim Castle. Take this chance to experience the culture of Ireland and meet other graduate students and counselors from throughout the United States. For more information contact Dr. Jill Jurgens or Dr. Garrett McAuliffe. Website through the office of continuing education at http://education.odu.edu/pcl/profdev/Ireland/

A Counselor’s View of Italy scheduled for May 14-29, 2009 in the beautiful mountains of Tuscany. $2745

Experience sessions run by an Italian counselor, social worker, high school teacher, psychiatrist, and juvenile court judge. Earn 3 graduate credit hours or 45 continuing education hours. Day trips to Lucca, Pisa, Siena, Assisi, Greve, San Gimignano, Vallambrosa, and Florence! Down payment for this trip must be made by January 15th, 2009. There is limited space, so apply soon! For more information about this institute, please contact Dr. Ted Remley or visit http://education.odu.edu/pcl/profdev/italy_conf/

Upcoming Conferences

Call For Proposals

American Counseling Association Conference in Charlotte, NC to be held March 19-23, 2009. For more information visit http://www.counseling.org/Convention/ Don’t forget to register!!


Italy Workshop and NBCC Bi-Lateral Conference held in Casa Cares and Florence, Italy from May 12th through the 29th. For more information please go to http://www.nbccinternational.org/italyconference or http://education.odu.edu/pcl/profdev/italy_conf/

N-CORE National Conference on Race and Ethnicity in Orlando Florida from May 26th through the 30th. For more information go to http://www.ncore.ou.edu/ and they are now accepting proposals.

AACE Conference will be held in Norfolk, VA in September of 2010. Now accepting proposals.

ACES Conference will be held in San Diego, CA in October of 2009. They are now accepting proposals. Visit www.acesonline.net

Ireland Diversity Institute will be held from August 10th through the 20th, with opportunities available for student presentations.

ICASSI International Committee for Adlerian Summer Schools and Institutes international workshop series is being held in Maryville, TN this year. This is a great opportunity, as these conferences are typically held in Europe. This Adlerian workshop series will be held from July 19th through the 31st. For more information, visit www.icassi.net

“Mediocrity knows nothing higher than itself, but talent instantly recognizes genius.”

- Sir Arthur Conan Doyle, Sherlock Holmes
New Doctoral Students

Julia Forman received her B.S. in Psychology from Mississippi College and her M.A. in Community College Counseling from Regent University. During her master’s program she worked with elderly individuals who were given mental health diagnoses and also work with sexual assault survivors at a local rape crisis agency. In addition to her studies in the PhD program at Old Dominion, she serve as a graduate assistant as an advisor to Human Services students and a research assistant. She currently serves the Omega Delta chapter of Chi Sigma Iota as awards chair. Julia will also begin teaching human services undergraduate classes in the spring. In her free time she enjoys kickboxing and running.

Sonya Lorelle received her master’s in counseling from Missouri State University in Springfield, MO. While pursuing her degree, she worked in the Counseling and Testing Center on campus, counseling college students on various concerns such as depression, eating disorders, anxiety and relationship issues. She developed and facilitated groups on topics such as healthy relationships and adult children of divorce. After moving to Virginia she spent several years working with homeless families and counseling children at a local shelter. She has an interest doing play therapy, couple’s counseling, and supervision, and research interests in women’s issues and trauma. Her goals after completing her Ph.D. include teaching at a University and returning to the community to counsel in a private practice setting.

Claudia Hines has a Master’s Degree in Agency Counseling from Hampton University, a Certificate in Advanced Studies (CAS) in Counseling from Old Dominion University and certification in Administration & Supervision K12 from Old Dominion University. Her goals include, but are not limited to, working in an administrative capacity in school counseling allowing her an opportunity to shape policies and procedures in education, teaching a counseling course at the university level, promoting leadership in the area of school counseling, and increasing her professional growth through writing and research. Achievements include initiating several programs in area middle and high schools, promoting leadership through various programs in counseling and administration, presenting at several workshops and teaching at several area colleges and universities. Her interests includes working with transition programs from middle to high school and working on strategies for academic success.

Syreeta Shaw-Stateman received her B.A in Psychology from the University of Virginia and an MA in Counseling from Regent University August 2008. Syreeta completed her internship at Southeastern Family Project (SEFP) providing substance abuse counseling to pregnant women in a residential program. She became a NCC during September of 2008. Her main professional goals are to teach, supervise and conduct research. Some of her professional interests include counselor education and supervision, multicultural issues, ethics and advocacy for LPC’s. She has been married for over 7 years and has three sons, ages 3, 6 and 12. She enjoys spending time with family and friends, reading, writing and traveling.

Stephanie Crockett received her M.S. Ed in counseling from Old Dominion University and a B.A. in psychology from King College. Prior to entering the doctorate program Stephanie worked as an internship/co-op coordinator at Old Dominion University’s career center where she provided career assistance and counseling to engineering students as well as taught career exploration courses. She has also worked as an employment specialist, providing career development and training services to individuals with disabilities. Stephanie’s clinical and research interests include college student career issues, multicultural career counseling, supervisee development, and counselor education. After earning her doctorate degree, Stephanie plans to obtain a faculty position in a counselor education program, where she can continue to contribute to the field’s research community as well as prepare beginning counselors for their work in the field.

“Rest satisfied with doing well, and leave others to talk of you as they please.”

- Pythagoras
New Doctoral Students

**Brian Shaw** entered as a full time student into the doctoral program this fall. He is working as a Graduate Teaching Assistant this semester with Dr. Remley, Dr. McAuliffe, and Dr. Neukrug. He completed his master’s degree in counseling at Wake Forest University in Winston-Salem, North Carolina. His research interests include spirituality, multiculturalism, and the use of technology in counseling. Brian currently serves as the co-chair for the CSI Omega Delta chapter Community Services Committee.

**Rebekah Farris** is a full-time doctoral student since the summer semester and works as a graduate assistant in the counseling doctoral program. She graduate with her Master’s in School Counseling from William and Mary and received her B.A. in English with a minor in Hispanic Studies from William and Mary. She co-chairs the CSI Omega Delta chapter wellness committee and is a member of the research team.

**Cheryl Shifflet** is a part-time student in the doctoral program. I currently provide adaptive art experiences for students with Autism in Virginia Beach City Public Schools. I have found that using art processes and materials is a vehicle for promoting communication and pro-social skills and provides a creative voice where there may be no words. Additionally, I instruct an Art Therapy with Children in the Schools course at Eastern Virginia Medical School’s Art Therapy Program and provide clinical supervision for students during their internship rotation providing Art Therapy for children in a variety of settings. I earned Bachelor’s and Master’s degrees in Psychology from Old Dominion University and a Master of Science Degree in Art Therapy from Eastern Virginia Medical School. My research interests include: children, Autism, art therapy, creative clinical supervision, military families/veterans with disabilities. I aspire to become an Approved Clinical Supervisor and acquire additional academic instructional opportunities.

**Justin Lauka** is a full-time doctoral student and graduate assistant in the counseling program. He received his master’s in community counseling from Regent University and his B.A. in psychology and finance from Michigan State University. He is currently working as a graduate assistant in the Counseling Clinic partnered with the Community Services Board. He also serves on the CSI Omega Delta chapter awards committee.

**Bonita Erb**, LPC, LMFT, NCC received her M.Ed. in Counseling from Old Dominion University and is currently working as a therapist in the community. She received her BSW from Virginia Commonwealth University.

**Katrina Steele** is a part-time doctoral student and received her M.S. in guidance and counseling from Longwood University in Virginia. She is currently a license to teach K-12 and is working as a school counselor in Portsmouth. Katrina also received her B.A. from Longwood University with a major in Communications and a minor in Journalism.

**Keesha Kens** is a part-time doctoral student who currently works as a full-time certified school counselor in the Hampton Roads area. She received her master’s in counseling from Eastern Carolina University and her B.A. in psychology from the same university.

**Sharon Silverberg** received her M.A. in Community Psychology with a clinical concentration from the University of New Haven. She received her B.S. in Biology and Psychology from Old Dominion University. She currently works as a clinician in Chesapeake and attends the doctoral program as a part-time student. She is a member of the counseling research team and attended the Counselor’s View of Italy workshop as well as the NBCC bi-lateral conference in May 2008.

**Caron Coles** is currently and part-time doctoral student. She received her M.Ed. in School Counseling from Old Dominion University and her B.A. in Government with a minor in Sociology from the University of Virginia. She currently works as a school counselor in Newport News. She has a PPS license in School Counseling in the State of Virginia.

**Christine Currie** graduated from Connecticut College with a BA in English and subsequently completed a degree in education. She has taught English, worked in an inner city organization in Washington, DC, and lived in Moscow, Russia from 1993 to June, 2008, during she taught English and worked as a counselor in an international school. She completed a Masters degree in Counseling from Regent University in 2005. Christine has four grown children. She has had many life adventures, including living on a kibbutz in Israel, and travelling to 27 different countries. Her academic interests include attachment theory, families and relationships, and combining counseling and neurofeedback; current research interests are in regards to attachment process in adoptive families. She wrote a marriage seminar that she has taught in churches in the U.S. and Russia, she has presented workshops at conferences for international schools, and would like to stay involved in the international community, as well as train Russian counselors. Starting in November, she will be featured in a weekly local radio segment on relationships.

**Richard Cichetti** is a doctoral student in the counseling program. He received is Master’s in Rehabilitation and Vocational Counseling from Northeastern Illinois University. He also received his Bachelor’s in Business and Accounting from Northeastern. He received specialized training from Triton College to become a certified alcohol and drugs counselor. He currently works as a graduate assistant.
Regional and National Presentations


Remley, T. P., Jr. (May, 2008). Key Note Speaker. Bilateral U.S.-Italy Counselor Conference in Florence, Italy.


Remley, T. P., Jr. (May, 2008). Key Note Speaker. Bilateral U.S.-Italy Counselor Conference in Florence, Italy.


Books Chapters


Awards and Grants

Student Accomplishments

Conference Presentations:


Hays, D.G., & Healey, A. (September, 2008). A content analysis of intimate partner violence assessments. Association for Assessment in Counseling and Education Annual Conference, Dallas, Texas.


Williams-Hazlip, B. (October, 2008). The Evolution of Heterosexual Identity Development. Presented at SACES regional conference in Houston, TX.


Awards:


Crockett, S. (2008) Outstanding Service to the Chapter, CSI Omega Delta Chapter award.


Publications:


Service:


Program Information and Upcoming Events

Sarah Deaver                   Brenda Smith
Nial Quinlan                     Katie Moore
Breyan Williams
Aprils Sikes                       Cynthia Walley
Good Luck to Doctoral Candidates:
Amanda Healey           Risi Green
Sherry Todd
Doctoral Oral Candidacy:
Kelly Emelianchik
Doctoral Written Candidacy:
Amanda Healey
April Sikes
Tenet, Julie Forman, Brian Shaw, Risi Green, Rebecca McBride, Rebekah Farris, and Angela Fusco.

Breyan Williams-Hazlip will be defending her dissertation on November 13th at 11:00 in rm216. Good luck Bre!!

Joanna Campbell                   David Richets
Cynthia Jenkins                   Richard Cocchetti
Research Student Team Members:
Sonya Lorelle, Kelly Emelianchik, Amanda Healey, Rebekah Byrd, April Sikes, Kristin Bowdler, Cynthia Walley, and Stephanie Crockett, Carlita Coley, Sharon Silverberg, Jennifer Schuster, Julie Forman, Brian Shaw, Risi Green, Rebecca McBride, Rebekah Farris, and Angela Fusco.

Congratulations to our December Graduates for 2008
Bianca Pyuko                        Amber Napior
Helen Runyan                       Jacqueline Mayo
Erin Brooke Lambert                 Amanda Thomas
Hugh Dickinson
(This represents an incomplete list)

Sign up to take the NCE in the Spring!! Applications in Room 110

If you would like to contribute to the Spring Newsletter, please contact Editor Amanda C. Healey at ahealey@odu.edu for more information.

“AACE”

Dr. Danica Hays

This year’s Assessment in Counselor Education Conference was held in Dallas, TX. It was attended by Old Dominion faculty member Dr. Danica Hays and doctoral student Amanda Healey and Stephanie Crockett. Students presented two presentations each on topics including intimate partner violence, the IDM in supervision, international student concerns, and self injury. Dr. Danica Hays currently serves on

AACE advisory board as the membership chair. Dr. Danica Hays will also be coordinating the 2009 national conference to be held here at Old Dominion! The focus of the assessment conference is promote competence in assessment, evaluation, research and measurement as well as to create a network of support and awareness among professionals. This conference provides a great opportunity to get to know counselor educators and professionals through exchange of ideas and engagement in professional networking. The previous conference was held in Atlanta, Georgia, during which five doctoral level and master’s level students attended and presented. Old Dominion has provided a strong professional presence over the past two years and will continue to do so as host in 2009!
By Amanda C. Healey, Doctoral Student

The Old Dominion Counseling program, in conjunction with the Continuing Education office, was proud to sponsor the A Counselor's View of Italy study abroad workshop series. This experience was developed and coordinated by Counseling Graduate Program Director Dr. Ted Remley, who previously conducted this series through the counseling program at the University of New Orleans. After completing my first year of doctoral studies here at Old Dominion, I was happy to have had the opportunity to travel to Italy with doctoral students Risi Green, Katie Moore, and recent doctoral student Sharon Silverberg, and master's student Angela Fusco. Upon arrival, our group from Old Dominion was joined by faculty and students from Universities throughout the United States including UNC: Greensboro, The University of Indiana in Pennsylvania, Georgia State, and Montpellier University to name a few. During our two weeks at Casa Cares we were able to go on guided coach tours to cities throughout Tuscany including Sienna, Florence, Assisi, Pisa, Lucca, and more! Paul, one of the owners of Casa Cares, served as a guide for many of the cities, open to anyone who was interested in following him. Paul, and the staff at Casa Cares, went out of their way to make sure we all had a good experience. Dr. Remley arranged for us to meet people involved in the mental health care of the community in Tuscany, including a juvenile court judge, a counselor, teacher, and a psychiatrist. These experiences provided insight on how Italy viewed the profession of counseling, which was very illuminating when reflecting on the views held in the United States. In addition, faculty and students presented on topics of interest throughout the two-week period. In looking back, I think this experience was important for my professional development in many respects. I came away with stories, new insight, and connections to other professionals throughout the country. If you are able to attend this experience or the one in Ireland, I would definitely encourage you to do so. It is certainly a journey that is not to be missed!

“I will not have my life narrowed down. I will not bow down to somebody else's whim or to someone else's ignorance.”

- bell hooks
Navigating a Faculty Job Search: Lessons for Counselor Educators

By Breyan Williams-Halilip, Doctoral Candidate

So you have survived candidacy. You have been approved to do your dissertation and are beginning the dissertation process. Your graduation date has become a reality by now! So, what comes next? Well, it's time to find a job! The purpose of this article is to highlight some of the lessons I have learned while seeking a faculty counselor education position. In getting started, you first need to prepare yourself mentally. Structure your life to accommodate the time you will need to do your job search right. Once you have mentally prepared for the journey, your job search can begin with you asking yourself a few questions. The answers to these questions are crucial and must be explored prior to launching your job search. These questions should include:

1. What is my professional identity?
2. Am I willing to relocate? Where?
3. Is it more important for me to teach or conduct scholarly research?
4. Would I prefer to teach master’s level or doctoral level students?
5. Am I qualified for School Counseling positions? Mental Health Counseling positions? College Counseling positions?

The answers to these questions will guide the remainder of your job search. Your prospective graduation date determines when you should begin looking for faculty positions. If you are planning to graduate in May 2009 and plan to pursue the professorate tentatively beginning an appointment in Fall 2009, then your faculty position search should begin as early as September 2008. Some schools will begin to post openings for the following academic year very early, while other more competitive schools may wait to post position announcements between November and January. Some of the more popular higher education job sites include: www.higheredjobs.com and www.chronicle.com. On these sites, you can specifically go to counselor education faculty positions and view position openings. The sites are updated daily, so check them regularly. Additionally, CESNET listserv has been the most beneficial site for me to date. While many schools will advertise on the more popular sites, other schools will simply post their ad on CESNET. I have even seen schools with CACREP-accredited masters and doctoral programs advertise on CESNET for a couple weeks, before posting an opening on other sites. So, if you are not currently on this listserv, you may be missing out on very valuable information. You can register for CESNET on the Kent State University website.

Throughout your doctoral studies, you should be developing mentoring relationships with several faculty members. This is a very important relationship regarding your job search. You will want to schedule an informative meeting with faculty members who are familiar with your abilities and qualifications, and would be willing to provide some insight as to various aspects of your doctoral job search process. Most positions will require applicants to send a letter of interest, a curriculum vita (CV), three letters of recommendation, and graduate transcripts. However, other schools may additionally ask for a statement of teaching philosophy, examples of publication or scholarly writing projects, a list of five references, and even evaluations from classes you have taught. The key to preparing this paperwork is to research how other people in academia have done it. Your CV should be up to date and illustrate all of your professional activities in an organized and professionally simplistic manner. Next, you will need to begin working on your letter of interest. When writing your letter of interest, it is important that you take the time to carefully read the announcement for the positions you are applying for. Be sure to also demonstrate in your letter that you have researched their program and speak to aspects of their program that are attractive to you and how you would be a valued addition. Most importantly, be sure you are a qualified applicant and that you meet all of the minimum criteria for consideration as outlined in the position announcement. Letters of recommendation are critical ingredient that should greatly compliment your packet. Therefore, it is important that you create an alliance of referees that feel comfortable providing a positive and personalized recommendation for you. You should also feel comfortable with your referees ability to convey your qualifications in a positive manner. So you send out your packet to the perfect school, for the perfect position, and your application packet was so perfect that they called you to request a phone interview. This is great! Many schools will start with a phone interview of their top 5 or 10 candidates. Once you are invited to an on-campus interview, schools will generally give several dates to choose from. After choosing a date, administrative personnel will contact you to discuss travel, lodging, etc. While many schools will pay for your upfront costs of travel, be prepared if a school would prefer to reimburse you after an interview. Also, some states require that a candidate pay back partial cost of travel for an interview if the candidate rejects an offer for a position. For an on-campus interview, expect a series of interviews with different folks (i.e., department staff, search committee, dean, student panel, etc.) and also a presentation. Know the norms for the types of institutions to which you are applying when preparing your presentation(s). The key is to adhere to the SP’s Proper Preparation Prevents Poor Performance.

The insight offered in this article come simply from my experience and conversations with folks. I am certainly not an expert in this area. However, I wanted to write this article to share the wisdom that has been shared with me and to be a source of encouragement. This process requires thick skin; thus, walk into it prepared to have your strengths, as well as your weaknesses, illuminated. Be prepared to make mistakes and welcome them. This process is new for many of us, but we must not let discouragement get the best of us. Even when you are thoroughly prepared, organized, and confident, setbacks happen. Look at obstacles as challenges to be overcome and opportunities for growth. Most importantly, remember, the roots of higher education are bitter, but the fruit is sweet. Be encouraged and good luck with your job search!
CAREP Review

A team of three university professors were on campus this past Monday through Wednesday interviewing students, faculty, administrators, on-site supervisors, and alums in relation to our application for CACREP accreditation of our new PhD program and our 60 credit master’s degree program. We also have applied to change the title of our student affairs master’s degree program to college counseling. Our community counseling program and our school counseling master’s degree program are already CACREP accredited through 2012.

The team gave an oral report from their visit to the faculty and Dean of the College of Education yesterday. They announced that they found that we had met all standards and would recommend to the CACREP Board of Directors that all of our programs, including the new PhD program, be CACREP accredited. When the board meets in January of 2009, it will consider our applications and, at that time, will make final decisions. We should be informed by the middle of spring semester whether our programs have been accredited.

Thanks to all of you who helped with hosting our on-site accreditation team’s visit. They were very impressed with the quality of our program, students, and faculty.

Research Team

By Amanda C. Healey, Doctoral Student

The research team is up and running again this year as lead by faculty advisor Dr. Danica Hays. Several research projects are underway concerning topics such as the role of spirituality in supervision and counseling, working with lesbian couples, community training for intimate partner violence, contributing factors in counselor burnout, and working with international students. Projects teams are being led by Dr. Danica Hays, Brian Shaw, Amanda Healey, Kelly Emelianchik, Stephanie Crockett, April Sikes, Julia Forman, and Rebekah Byrd. Since its inception in the Fall of 2007 six articles have been submitted for review to various peer reviewed professional journals and three articles continue to be in development for future publication. Upcoming community projects include:
- Domestic violence prevention service research project with the Girl Scouts Council of Colonial Coast. (September 2008- June 2009)
- Training seminar for mental health practitioners to prevent and intervene in dating violence in schools and communities. (February 2009- June 2009)

Congratulations to the research team and all of their hard work over the past year. The Counseling Program looks forward to another productive year for this group.

My Experience at TCC

By Amanda C. Healey, Doctoral Student

This summer I enrolled in the Graduate Assistant Diversity Initiative at Tidewater Community College. I found out about the program by following up on an e-mail I received from our counseling graduation program director, Dr. Ted Remley, informing GTA’s of possible opportunities for teaching experiences at TCC. Since registering with the program, I was assigned as an instructor for the Social Sciences and Public Services department at the Virginia Beach campus as well as an instructor in the Student Development department. When registering, I was able to choose which sites in the geographical area I would be willing to instruct, and received opportunities from most of them.

This experience has given me an opportunity to work with students in higher education who are at the entry and/or exploratory level. I have been pleased with the motivation of the students and have found the faculty on campus to be very supportive. I would recommend this program to any GTA who is looking for additional teaching experiences in relation to their chosen field. TCC has not only provided me with a class full of students, but they have also afforded me the opportunity to take free training courses to increase my teaching ability and knowledge in different areas, such as online education. Class assignments provided fit into my schedule. I never feel pressured to take on any additional work I feel might be too much for me or do not fit around my duties and responsibilities at Old Dominion. Overall, my experience has been good and I would recommend it to others.

Information about the GA Diversity Initiative at TCC can be found at:

If GTA’s want to sign up, they would go to this website and go to Graduate Student Teaching:
http://careers.vccs.edu/staticclients/337VCM1/index.jsp
Big Splash Events

The focus of the Big Splash is to provide exceptional professional development opportunities to human services workers, counselors, educational leaders, and counselor educators throughout the region. Esteemed presenters from all over the country will be invited to speak on topics to include couples counseling, grief, multicultural counseling, supervision, as well as ethical and legal issues in counseling and social work. Workshops will be offered several times through the Fall, Spring, and Summer semesters to provide opportunities for year-round continuing education.

This has been the first semester the Big Splash workshop series has been offered here at Old Dominion and since the first seminar with Dr. David Capuzzi, the event has been a great success for the program and the local counseling community. The purpose of the Big Splash is to bring in scholars from throughout the counseling field to provide high-quality training to professionals in the Hampton Roads area and beyond.

The first workshop offered, led by Dr. David Capuzzi, focused on working with grief. This workshop provided participants with information that is pertinent to counseling clients who are adjusting to transitions and losses. The second workshop, led by Dr. Courtland Lee, assisted advanced counseling students and culturally skilled practitioners in enhancing the knowledge and skill components of their multicultural counseling training. The final workshop, to be presented in November, will be led by Dr. Ted Remley and has already reached registration capacity. This workshop will focus on practical guidelines for mental health professionals who work in various settings in which mental health professionals and clinical social workers are employed. Topics that will be covered in the workshop include avoiding unwanted court appearances, managing suicidal or potentially violent clients, keeping records, confidentiality, privileged communication, counseling children and families of divorce, and supervision.

Spring topics are currently in development. Information about these topics will soon be available through the office of continuing education and coming soon on their website at http://education.odu.edu/pcl/profdev/index.shtml. If you are interested in more information about upcoming Big Splash seminars, please contact CSI chapter professional development chair Kelly Emelianchik at kemelian@odu.edu.

Future Dates for 2009:
1/23/09 Dr. Mary Hermann “Gender Issues in Counseling”
2/28/09 Dr. Sam Gladding “Creative Arts in Counseling”
Tips for New Graduate Teaching Assistants

By April Sikes, Doctoral Candidate

As I near the end of my sixth semester as a graduate teaching assistant, a few words come to mind: organization, determination, and endurance. Although there are more words to describe the experience, the three mentioned are significant components. For new graduate teaching assistants or students interested in becoming a teaching assistant, I offer the following five tips (in no particular order):

1. **Be Flexible.** As a graduate teaching assistant, you will be exposed to a multitude of duties and challenges. For example, you may be assigned to teach a course, advise undergraduate students, and assist faculty with a research project, all within the same semester. These duties may be in addition to the classes you are taking, papers you are writing, and research you are gathering. The ability to adapt to new or changing requirements will help in your professional and personal development.

2. **Get Organized.** If you do not have a calendar, I highly recommend that you purchase one…and use it. With the numerous tasks, it is easy to lose track of time. By using a calendar on a daily basis, I am able to plan and organize my hectic schedule. My calendar has proven to be an effective and necessary tool.

3. **Be Patient.** With the magnitude of tasks, it is easy to feel overwhelmed and want things done right away. Do not panic! The answer will eventually come.

4. **Ask Questions.** Have you heard the expression “You never know unless you ask”? That is true and applicable to the life of a graduate teaching assistant. If you are unsure, ask. Consult with your peers, advisor, or other faculty. They are there to help.

5. **Take a Break.** Taking a break means taking time for you. The role of a graduate teaching assistant is stressful and demanding. With any demanding role, it is important to find healthy ways to cope. For example, take a walk, spend time with a supportive friend or family member, listen to music, read a book (not one of your class books), get a massage, or play with a pet. Focus on what helps you feel calm and relaxed.

Those are just a few ideas that I have found useful as a graduate teaching assistant. There are other ways to have a successful experience as a graduate teaching assistant. Although being a graduate teaching assistant is challenging and demanding, it is also a very rewarding and valuable experience. I have gained a wealth of knowledge as a graduate teaching assistant and continue to learn every day. Best wishes for your successful and rewarding experience as a graduate teaching assistant!
Schedule of Events

Nov/Dec 2008

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Integrated School Mental Health

By Sherry Todd, Doctoral Student

Last year in an unprecedented move Connecticut became the first in the nation to pass legislation opening schools to Marriage and Family Therapists (MFTs) (Kennedy, 2008). This decision has sparked a serious controversy. Some of the arguments against this legislation are ridiculous others about professional identity seem more legitimate. Los Angeles Unified School District conducted a study where 60 students were referred to individual outpatient treatment (services were free, transportation and child care provided); 7 of the 60 completed treatment. When services were offered through the schools, of the 58 students referred, 33 completed treatment (Wong, 2007). This suggests that if the service is provided in school, the students will participate.

The nation’s youth are at risk and a significant deficit exists between the mental health needs of our young people and the prevalence of them receiving mental health services. The statistics are alarming. 12% to 27% of young people may exhibit signs and symptoms of mental health problems (Weist et al., 2007). Yet less than one third of the young people under age 18 who have a mental health problem will receive any type of mental health treatment (NIH, 2005). Further evidencing the problem is the national suicide rate for children and adolescents. In 2005, suicide became the third leading cause of death for 10 – 14 year olds making suicide the third leading cause of death for young people ages 10 – 19 (CDC, 2005). Ultimately, if the children are not receiving the help anywhere else, the schools are the most logical place for the services to be provided.

Some of the arguments to keep LPC/MFTs out of the schools simply have no substance. One argument is concerned with a child having a “therapy appointment every day for a couple of years” (Kennedy, 2008, p. 2). Realistically, most children do not require therapy on a daily basis for a couple of years. Sessions can be scheduled on an alternating time schedule, conducted during resource classes, before/after school, and scheduled weekly (rather than daily). Another concern is that therapy will stir up emotions that may interfere with the student’s concentration when he or she returns to class) and could lead to problems with the child’s grades. Students who are victims of bullies (or other violence), have a parent who abuses substances, grieving children and kids dealing with divorce (or other parental loss) often are not academically successful (Stein, 2007). Identifying and intervening with problems may actually improve a student’s ability to be a successful learner.

Many counselors who oppose the legislation believe that professional identity is a problem in several ways. Some believe that the public is confused about the school counselor’s role and placing LPC/MFTs in schools will only compound this problem, threatening the future of school counseling. Eric Sparks, ASCA President, states that this decision is not cause for “panic” rather LPC/MFTs in the schools should be viewed as another resource. This ultimately could prove to be an excellent opportunity to really promote role clarification and to differentiate between the roles. Sparks does not see a problem if the ASCA model is followed, as the role of the LPC/ MFTs would be completely different. The ability to differentiate the school counselor role from that of LPC/MFT, psychologist, social worker, and psychotherapist seems paramount.

There is a great deal of evidence suggesting that a significant number of our children are not succeeding educationally. If allowing LPC/MFTs in the schools will assist in connecting parents and staff, and assist children to be academically successful, we would be negligent to keep them out. Many young people’s problems arise from difficulties in the home or community and interfere with that student’s ability to learn. If treatment is not going to occur through outpatient services, then the schools must take responsibility if we are to produce successful learners. When implemented with appropriate family, school, and community support, providing mental health services in schools has the potential to be a “cornerstone of a transformed mental health system” that identifies, intervenes and/or refers youth who need treatment (Weist et al., 2007, p. 33). Ultimately, this collaboration should lead to healthier children and an improved education system valued by parents, schools, and communities.

For References, contact the editor.
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 Cynthia Walley at 757-683-6132 or by e-mail at cwalley@odu.edu. You can also get information in Room 110 of the Education Building.