

The William & Mary Counseling Chronicle

Keeping you connected to your counseling program.

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Counselor Education
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Autumn Greetings!

The leaves are changing, there's a chill in the air, and another semester is winding down. Though Fall in Williamsburg is as charming as ever, this semester was unlike any before it. **The William & Mary Counseling Chronicle** is here with its Fall 2020 newsletter to help keep you up-to-date about the goings on in the William & Mary counseling program, among all of 2020's twists and turns.

Adaptation has been the name of the game this semester. The on-campus programs have mostly been held online and all of the students are mastering telehealth in a pandemic. Amid a time of certain uncertainty - a pandemic, an election, and a transformed educational landscape - the counseling program and its expansive circle have been hard at work to foster growth, connection, and support among the instructors, students, and clients alike.

Reflecting on The Flanagan Clinic

Interview with Nathaniel Mason & Leila Warraich by Morgan Sawyer & Briana Sinden

Morgan Sawyer and Briana Sinden, respective New Horizons and New Leaf interns, had a Zoom call with the illustrious Lead Doctoral Directors of the Flanagan Counselor Education Clinic, Nathaniel Mason and Leila Warraich. Though Nathaniel of New Leaf and Leila of New Horizons separately lead the two Flanagan clinical teams, they have united, during a global pandemic no less, to create and solidify a powerful foundation for the newly-developed Flanagan Clinic. Grounded in the Clinic's legacy, and modeled by its founding faculty, the director partnership sets a precedent for collaboration between the different tracks and adaptability in response to the ever-changing cohorts and programs. Through their familiarity with the profession and an understanding of the counseling-student experience, Nathaniel and Leila create a collegial and collaborative clinical environment which can dutifully serve the Williamsburg community while providing the student interns with a rich community clinic experience. With diligence, warmth, and foresight, the dynamic doctoral duo ensures that the Flanagan Clinic honors its past, supports its present interns and community of clients, and secures its future growth so those that follow them may both adapt and thrive in an evolving educational landscape.



Pictured: Drs. Rick Gressard, Victoria Foster, and Charles McAdams, foundational forces in the Clinic's history.

The Past

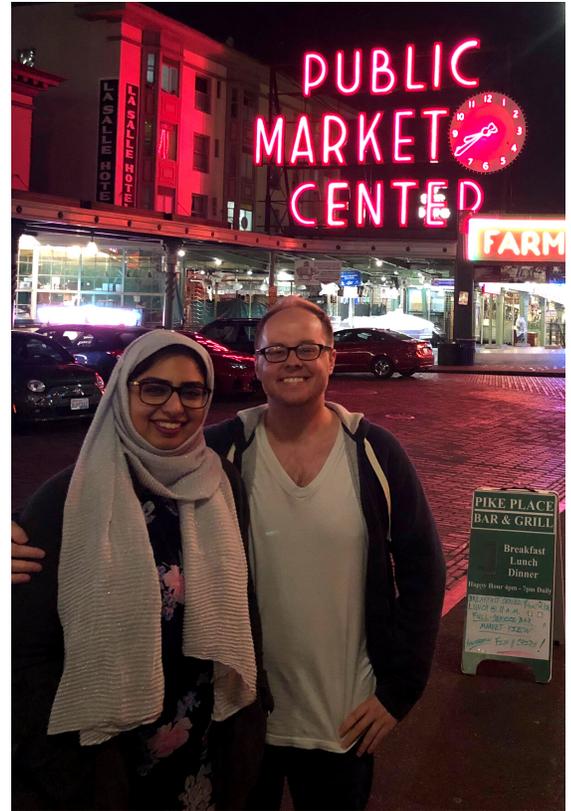
While talking with Leila and Nathaniel, it became obvious that the Flanagan Clinic would have been impossible without the hard work, dedication, and foundation-laying of the founders of New Leaf and New Horizons: Rick Gressard, Victoria Foster, and Charles McAdams. It should be noted that the Flanagan Clinic had its early beginnings decades ago, as a student counseling clinic housed within Jones Hall on Williams & Mary's main campus. Leila emphasized Drs. Foster and McAdams' contributions to New Horizons, and how the clinic has been able to sustain and maintain a great relationship with the seven neighboring school districts despite the yearly turnover of the clinic staff. The founders of New Leaf and New Horizons left a foundation and legacy strong enough to conserve the original mission as well as leave room for massive growth. Nathaniel noted, "They created such a legacy of sustainable funding and community partnerships. Through these partnerships, in addition to the grant from the Williamsburg Health Foundation, we are able to meaningfully build on this foundation for the future of the clinic." Leila and Nathaniel also made sure to give credit to the more recent contributors to both clinics, the doctoral directors that came before them: now Drs. Alex Hilert and Jeremy Goshorn; and the current faculty directors: Drs. Daniel Gutierrez and Becky Sheffield, without whom the transition into the Flanagan Clinic would not have been so smooth, *especially* in the middle of a pandemic.

Reflecting on The Flanagan Clinic

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The Present

It goes without saying that the Flanagan transition happened at a time of incredible uncertainty, both for the counseling profession and for the world at large. Leila and Nathaniel both emphasized that the clinic's leadership provided stability in an otherwise uncertain time. Given that the co-directors have spent time in the same doctorate programs and classes, they can bring their collegial professionalism and empathy (and all the quirks of the counseling student experience!) to their clinic management. While they moved swiftly to make sure Flanagan clientele were served as best as possible, the co-directors also ensured that the clinic's COVID practices were considerate of the student interns' needs. Beyond COVID, the co-directors noted the importance of a collegial and positive, actively supportive staff energy. Clinic Staff meetings and passings-by are never without good-natured jokes, affirmations of capability, and words of encouragement. Through levity, laughter, and light, Leila and Nathaniel manage to create an environment and clinical experience conducive to growth and connection: a privilege throughout hectic internships where gaining hours has to be a priority.



"Leilaniel' Goes West"

Leila & Nathaniel pictured here at the famous Public Market in Seattle.

The pair flew to Washington in October 2019 to attend the ACES Conference.

The Future

So, what's next? The Flanagan Clinic will continue to grow and evolve as do the students under its tutelage. Leila and Nathaniel's hopes for the clinic are centered around it continuing the missions of the New Horizons and New Leaf team. However, even larger than that, the doctoral co-directors expressed a hope that Flanagan will eventually become both a free, comprehensive, and holistic treatment clinic and a model for its community. By continuing to foster collaboration internally and externally, Flanagan could very likely become a real life example of what happens when a team of people and a community come together under one mission for the betterment of its people, influencing and creating an environment where holistic wellness and mental health care are pillars of success.

Self-Care: An Investigation

by Nathaniel Mason



Self-care: the infamous buzzword we all so love to hotly debate. What on earth does it really mean and why does it matter? I'm not sure about you, fellow reader of the counseling profession, but I need a bit more explanation than that. I like examples: the nuts and bolts that answers the how and why to understand this nebulous concept. Self-care is anything you do that recharges your mind, body, and/or spirit. I believe it can be broken down into two aspects: the intrapersonal (activities involving oneself) and the interpersonal (activities that involve or rely on others).

To start with intrapersonal self-care, this type of self-care means different things to different people. Let me give an example: I like to decompress with true-crime podcasts while exercising, and expressing my feelings in a word doc for my eyes only. I prefer listening to soothing ambient sounds on YouTube when I feel my thoughts start to race rather than amped up music. I also love meditation and gratitude. Others may be different. You might like a walk in the woods or park or time with a novel. Or a Saturday in Colonial Williamsburg, sauntering about. The point is, it has to actually reset you, make your mind, body, AND spirit feel more recharged, and above all, not guilty. Don't make self-care another psychoeducational pamphlet, make it personal! Take the nap. Put your work aside if you just can't muster another busy night and turn on Schitt's Creek. Order the takeout when you've had a long day.

For many, the interpersonal part of self-care is just as if not more important. I like to have times with my partner where we intentionally watch a movie, connect with emotional conversation, or cook together. It helps me feel connected, supported, loved, and gives me a sense of purpose outside of being a student. For others, they make regular phone calls/FaceTimes/texts to best friends and parents. It's hard to be interpersonally present when you're personally depleted. Make sure you're nurturing your own needs before connecting to others. Interpersonal self-care is also about receiving support, affirmation, feedback, and moments of growth from others who love and care about you. Lean into these moments, we're all growing together! And finally, don't underestimate the power of an honest conversation about your stress or well-being to a trusted mentor, professor, or supervisor. You'd be surprised how many of them want to help you remember your true self in you in the moments where you forgot to believe in your own worth.

Student Ambassador Program Launches for Online Students

by Cecelia Baum Mandryk

Starting with the Fall B mini-mester, the Student Ambassador program launches to improve the online learning experience and community. The online counseling program at W&M launched in Fall 2018. The first cohort is busy with internships and slated to graduate soon. As the online community expands and takes shape, so too do the offerings. The Student Ambassador program pairs an experienced student with a class section to act as a facilitator and gain experience as a leader in the community. This fall, 13 students who have already completed Counseling Techniques will work with faculty to build their own skills while building community among the newer students. The initiative to start the Student Ambassador program was spearheaded by Ryan Leger and Cecelia Baum Mandryk, online liaisons to the Chi Sigma Iota board and supported by Online Coordinator, Dr. LoriAnn Stretch and faculty advisor, Dr. Jessica Martin. In lieu of a one-on-one mentor-mentee relationship like the on campus counseling program, the group thought that the broader Ambassador program would suit the online learning community better. Ambassadors will help orient students to the syllabus and course material, answer student questions, and have the opportunity to refresh their knowledge of the course in preparation for licensing exams. Students in the Ambassador-supported courses can expect to have an orientation zoom, an additional resource for questions, and a facilitator for the class community. While this mini-mester represents a pilot of the program, Drs. Stretch and Martin are hoping that it can be incorporated into the online counseling program going forward to support students and provide a leadership opportunity within the program.

Exploring the Different Tracks

A brief interview with students from each concentration!

By Morgan Tyree and Kiley Overstreet

Hillary Reed

Addictions Counseling



What is your track and why did you choose it?

The CACREP accredited M.Ed. in Counseling – Clinical Mental Health & Addictions Concentration at William & Mary offers students a solid foundation in counseling theory, counseling strategies, and a concentration in addictions counseling. The program is organized into groups of required foundation courses, basic counseling courses, and specialized courses that enable a student to concentrate in addictions counseling. I personally chose this track because over 7.7 million adults have co-occurring mental and substance use disorders. Of the 20.3 million adults with substance use disorders, 37.9% also have mental illnesses and among the 42.1 million adults with mental illness 18.2% also have substance use disorders. Almost everyone can name at least one person who struggles with an addiction, whether that is a family member, a friend, an acquaintance, neighbor, etc. Addiction and mental health commonly coincide, so I knew that I needed to be knowledgeable in both areas. For example, I cannot assist a client with their depression if I am unfamiliar with the battles of alcoholism. Also, after talking to Dr. Gutierrez – the advisor for the addictions track – it solidified my decision to choose the clinical mental health and addictions concentration.

What do you think is unique about your program that you want other people to know?

Addictions students have the opportunity to see clients during their first semester of the program. The department's New Leaf Clinic offers substance abuse counseling services to a diverse range of clients, from William & Mary students to the local community and surrounding areas of Williamsburg. So, students in the addictions track are slightly ahead of the other members in the counseling program because they have the opportunity to simultaneously practice techniques they learn in class with actual clients. They also participate in a supervision experience that is required first semester rather than waiting until second semester during practicum.

What are the career options you have and what do you plan to pursue upon graduation?

As a Mental Health and Addictions Counselor, you have a wide variety of opportunities. One could work in human service agencies such as government owned treatment facilities and healthcare practices or private service agencies such as independently run organizations that see individuals who primarily battle addictions. As is true of the other concentrations, we can work as an independent entity and open our own private practice. Upon graduation, I plan to move back to Tampa, Florida and apply for residency counseling positions in the area. I am taking a break from school and working towards my professional licensure before I go back to get my Ph.D. in Counselor Education.

Dan Koz

Clinical Mental Health



What is your track and why did you choose it?

The Clinical Mental Health Counseling (CMHC) track is the general counseling track. It appealed to me because I want to have the ability to work in a wide variety of settings, and the program allows me to dabble in a variety of topics and take electives where I wish. This gives me the opportunity to explore various specialties and figure out what might be the best fit. If someone wants to learn about the many different types of mental health work, this track likely makes the most sense. There is nothing about the CMHC track that would prevent me from learning about addictions counseling or marriage and family counseling, and it is still entirely possible for me to learn and later practice in those fields.

What do you think is unique about your program that you want other people to know?

The CMHC program seems to broadly touch on a number of different types of counseling, which is perfect for someone who wants to sample a lot of things and looks to be a versatile clinician in the future. It can also help someone determine an area of specialization once they gain more experience.

What are the career options you have and what do you plan to pursue upon graduation?

Upon graduation, I am considering pursuing crisis counseling. I am not entirely sure; however, that is the benefit of the CMHC concentration: we are versatile. We learn a wide variety of counseling techniques and theories which allow us to later pursue specific fields of counseling if we so desire. I am excited to graduate, work towards licensure, and continue learning and growing as a counselor.

Michael Southall Military and Veterans



What is your track and why did you choose it?

My track is the Military & Veterans track. After 12 years into my military career in healthcare as a patient administration specialist, and working at the Veterans Affairs hospital, (along with the encouragement from my wife!) I decided to follow my passion to not only help, but give back, utilizing my life experiences that could help veterans & military personnel by providing inspiration to all I have come in contact with.

What do you think is unique about your program that you want other people to know?

This program brings a lot of diversity with opportunities to work in various fields of interest within the Military & Veteran community. This is an excellent choice to be able provide such a service to help on all therapeutic needs worldwide.

What are the career options you have and what do you plan to pursue upon graduation?

I plan on staying here in this area working back at the Veterans Administration or military installation as military family counselor. This is a great way for me to give back to the community that helped me when I needed it.

Jamie Brandenburg

School Counseling



What is your track and why did you choose it?

It has long been my dream to become a school counselor. I always knew I wanted to work in education and while in high school I found my passion for psychology. School counseling functions as an amazing crossroads between the two subjects and became my career goal.

What do you think is unique about your program that you want other people to know?

Our program at William & Mary is unique in that the school counselors are grouped with community based counselors. This allows us to build common foundational skills while also allowing us the opportunity to learn from one another and how each counseling track functions. The school counseling profession is often misunderstood. School counselors do so much more than help students choose classes or assist with college applications, we also serve as school-based mental health counselors. We are sometimes the only counselor our students will ever see, and we may be the only mental health resource in the area. By sharing classes and getting to know students in other concentrations we also gain the knowledge of available resources that we can use as practitioners.

What are the career options you have and what do you plan to pursue upon graduation?

William & Mary's program has prepared me to be a highly qualified candidate for any school counselor position (K-12), but I can also work in higher education, early childhood education, or as a clinical mental health counselor as we have the opportunity to complete our LPC Certification. Additionally, if I choose to pursue my Ph.D. I can become a counselor educator, director of counseling services, or a director of student services. This is just a short list of all of the opportunities my degree offers. By obtaining my degree in school counseling, I am not only following my dreams but am dedicating my life to helping students.

Morgan Sawyer
Couples, Marriage, & Family



What is your track and why did you choose it?

I chose the Couples, Marriage, and Family track because I believe in the power and prevalence of systems. We all exist within and were built by systems, whether that be our societal systems or our relational systems. I chose this track because it harnesses the power behind those systems in a way that promotes positive change and growth not only in families and couples but society at large.

What do you think is unique about your program that you want other people to know?

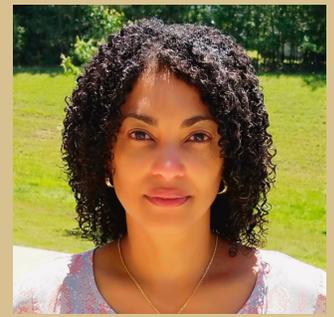
Something that I think makes most relational counseling programs unique is their departure from typical diagnosis. While we do pay attention to diagnosis and deem a certain family member as the identified patient, instead of saddling someone with a diagnosis that they will likely carry the rest of their lives, we measure relational functioning on whatever level that may be and then work on bringing it up and emphasizing the strengths that are already in place; this leaves room and expectations for growth which can offer more freedom than a typical diagnosis. We are able to do so because we are working within the system, like mentioned above, which is a privilege.

What are the career options you have and what do you plan to pursue upon graduation?

People who graduate through the couples, marriage, and family track have so many career options! We have the opportunity to get licensed as an individual counselor and a marriage and family therapist, which opens the door to work in public agencies, private non-profit organizations, and private for-profit organizations. This means that graduates can work to provide in-home services, work in the juvenile justice system, open private practices, work for community agencies, and a lot more, as a couples, marriage, family, and/or individual counselor. After I graduate, I plan on pursuing licensure as an individual counselor and a family and marriage therapist. I hope to work in community agencies or non-profit organizations, working with families to break harmful patterns of trauma.



Aishwarya Nambiar & Philippa Chin **Counselor Education**



Aishwarya Nambiar

Philippa Chin

Philippa Chin and Aishwarya Nambiar are first year doctoral students in the Counselor Education program. They both share multinational experiences, including having family abroad, living in England, and considering multiple countries home. Both have also had to navigate the immigration laws and procedures in order to live and work in the USA; Philippa immigrated to the USA after earning her undergraduate degree over 20 years ago, and Aishwarya is currently exploring this process as an international student. As a result of these multilayered and international experiences, Philippa and Aishwarya both have acquired research interests in the multicultural arena.

Philippa earned her bachelor's degree from the University of the West Indies in Jamaica. She is a graduate of the William & Mary Counselor program (Couples, Marriage and Family Counseling), a National Certified Counselor, and currently a Resident in Counseling and Resident in Family and Marriage Therapy. Aishwarya earned her bachelor's degree from the University of Kent, Canterbury in the United Kingdom. She recently graduated from the Clinical Mental Health Counseling program at Johns Hopkins University. She is a National Certified Counselor in Maryland and is in the process of getting her Resident in Counseling here in Virginia.

Why did you choose to become a Counselor Educator?

Philippa: Throughout my past careers in the recruiting and cosmetology fields, I have always liked to be a mentor and facilitate the growth and awareness of individuals. This culminated in me making the choice to become a counselor later in life. However, my work as a clinician didn't fulfill this desire to mentor and teach, in particular, graduate counseling students. Also, during my master's program I developed questions around aspects of multiculturalism in counseling that I wanted to conduct research on. It became a natural next step to enter the Counselor Educator field.

Aishwarya & Philippa Interview, continued from p. 11

Aishwarya: If I'm being honest, I didn't know what being a Counselor Educator was for the longest time. What I did know was that I wanted to be a licensed clinician, a supervisor for beginning counselors, conduct research that put marginalized communities specifically women of color at the forefront, and teach master's students in counseling programs. I couldn't see myself in a psych program based on my goals and interests. So after a conversation with my advisor about where I saw myself in 5-10 years, she made me realize that being a Counselor Educator would be a great fit for me, and I'm so glad she did!

What do you think is unique about your program that you want other people to know?

Both: The cohort model is essential in providing the support and sense of belonging that is needed in a PhD program. The faculty are excellent mentors and show genuine care and concern for the students' success in the program. The Flanagan Clinic is an exceptional internship opportunity that is available for graduate students and is definitely unique to our program. There are plenty of opportunities to cultivate your identity as a Counselor Educator which is an aspect we appreciate about our program.

What are the career options you have and what do you plan to pursue upon graduation?

The career options look different for a citizen versus an international student. As a citizen, there are a number of career options available, but as an international student, the opportunities are somewhat limited.

Aishwarya: "I am undecided on where I see myself after graduation partly because of my immigration status and also because I feel like I am growing significantly in this program which means my plans and dreams are also changing."

Philippa: "I plan on continuing clinical work at a private practice and exploring opportunities as an adjunct professor either with an online higher education institution or teaching from the actual college location."

Awards

2020-2021 Omega Mu Nominees

by Paige Goodloe

This year, Omega Mu launched its first-ever Awards program. Nominations were submitted for both the Outstanding Entry Level Student and Outstanding Doctoral Student. Students selected for these awards are being nominated by the chapter in the International Awards.



Outstanding Entry Level Student

Ryan Leger, M.Ed '21

Ryan Leger, this year's Outstanding Entry Level student, wants to know how he can help you. In his third and final year of the online School Counseling program, Leger has dedicated his time at William & Mary to connecting both with his online learning peers and well as his community at large. Despite the intense demands of schooling, Leger makes supporting others a top priority, collaborating with faculty and other students to form the Student Ambassador program that helps connect new online students with mentors already in the program. Leger also volunteers his time to mentor and tutor middle schoolers through the Success for Students program, and developed virtual lessons to support students coping with the pandemic. He is widely known for being dependable, enthusiastic, and a perennial team player. Leger's sincere desire to support others paired with his passion for advocacy and equity make him undeniably qualified to be the Omega Mu chapter's Outstanding Entry Level Student.

Outstanding Doctoral Student

Nathaniel Mason,
M.Ed '18, NCC, Ph.D '21



Nathaniel Mason, winner of the Outstanding Doctoral Student Award, is a triple-threat in counseling: dedicated educator, discerning researcher, and gifted clinician. A constant proponent of minority and LGBTQ clients, Mason has focused much of his early career on researching and serving marginalized and vulnerable populations, and has been published in a nationally-reviewed journal. As the student director of New Leaf clinic, Mason demonstrates adept clinical insight as well as strong administrative skill. Mason is also an exceedingly capable supervisor; his supervisees remark on how safe, supported, and accepted he makes them feel through this often nerve-wracking process. In the classroom, he inspires students to activate their curiosity, compassion, and enthusiasm. Mason does all these things with utmost integrity, serving as both a support and a leader within the program. For this, as well as his bright future within the profession, Mason is wholeheartedly deserving of Omega Mu's Outstanding Doctoral Student Award.

Fall Board Updates

The Loveland Foundation: This semester, the board sought the goal of raising \$2020 by Mental Health Awareness Day (10/10); we are excited to announce that we surpassed that goal by \$70! Thank you to everyone that spread the word and participated! We couldn't have done it without the W&M Counseling Community. Big shoutout to Morgan, Briana, and Kiley on the Executive Team for all of their hard work getting us to the finish line!

Licensure Panel: On September 30th, VPs of Professional Development Paige and Conor hosted an online licensure panel for all students. We had over 40 people attend--what a great turnout for our board's first professional development event of the year! If there is something you would like to see, please let us know as we continue planning out our Spring semester!

Online Ambassador Program: Our amazing online liaisons, Ryan and Cecelia, have been collaborating with Dr. Stretch this semester to launch an ambassador program for our online students! The purpose of this initiative is to foster mentorship in our online classrooms. An online program, especially during a pandemic, can become very isolating and daunting! We hope that as we transition into this new program that you feel supported throughout your time at William & Mary. If you would like to participate or have any questions, please email us at chisigmaiota@email.wm.edu!

Awards Program Results: Thank you to everyone who applied to our Awards program! We are excited to announce that Ryan Leger and Nathaniel Mason won this year's awards! Congratulations to everyone involved! We are looking forward to having you all represent Omega Mu in the national running.

Are you interested in joining Omega Mu? With the launch of the last newsletter, we have experienced an exciting amount of interest in joining! To join, you must have a cumulative GPA of 3.5 or higher at the end of this Fall semester, and have completed 9 credits. By the end of January, be on the lookout for an email from Dr. Johnston Brendel, one of our fabulous Chapter Faculty Advisors to join. We are hoping to host an initiation in February, and hope you will consider being one of our new initiates!

For any questions or inquiries, please contact us at chisigmaiota@email.wm.edu!

Introducing: THRIVE Research & Intervention Center

by Allison Dukes, Interviewing Drs. Spencer Niles & Daniel Gutierrez

What is THRIVE?

DG: THRIVE was a place developed to further our research into factors that keep people thriving: What helps people in the face of adversity, what keeps them motivated to overcome challenges. Most importantly, we wanted to study these factors that cause people to transform, rather than transmit, their pain and to give back to their communities. The idea for the center was born during our Rwanda trip and because of Skip and my shared interest in hope. It also comes from my past of working with marginalized and vulnerable populations, and for a long time, my main focus was creating evidenced-based practices that were culturally-oriented that would serve people. It was also less about coming in and helping them; we want to come to communities and recognize all of the amazing work they were doing for their communities. We want to tap into their optimism and resilience, and help them cultivate what they've begun building. Then when we went to Rwanda, we met amazing and heroic people who were turning their pain after the Rwandan Genocide into reconciliation, and rebuilding their communities. When reflecting on the state of the United States, Skip and I felt that we had to come together and try to do/create something similar to promote a sense of humanity and peace. All of these factors came together to birth the idea of THRIVE, dedicated to advancing the research, specifically the intervention work: how do we build thriving communities?

SN: Everything was solidified in Rwanda, working with the victims of the genocide. These people have been through unthinkable tragedies, and then found a way to not only recover and survive from them, but to move forward in a way that most people would describe as them thriving, or flourishing, in these rich, purpose-filled lives, often as a result of the adversity they experienced. The idea was intriguing: you could see your parents killed during a genocide, and still live a life that involves giving back to your community: thriving with social purpose. We were interested in the heightened resilience expressed by these folks, and what the elements of thriving are. We wanted to bring students to Rwanda through this project because international traveling can be transformational, but the experience in Rwanda would heighten the transformation, the T in THRIVE. I've been interested in Hope for a long time with my colleagues and in the work I do; how do we create and foster a sense of hope. As seen in Rwanda, we learned of this tremendous capacity to be resilient; how we can face adversity and learn from it and transform it. Interculturalism relates to how our identities interplay and the role these have in thriving. What are people's values and how do they influence individual behaviors and within the community? And all of these impact the education we hope to generate to other communities within the center.

What's the goal of the center?

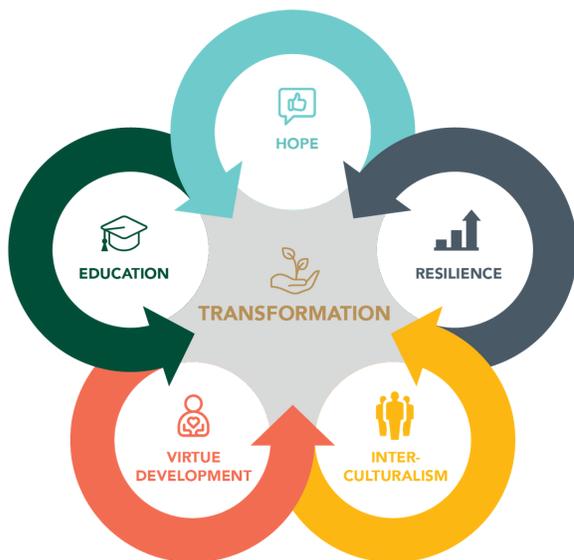
Both: To create interventions for individuals, communities, and how to train people who are traditionally ignored to thrive. We want to create interventions that are tested locally, but with the hope of expansion to communities around the world. We'd also love to train students so that they can continue working in their communities.

What kind of research do you anticipate creating?

DG: Historically, my research has been experiential and experimental; I envision more intervention-designed research eventually; randomized controlled trials, longitudinal-oriented designs, that look at change over the course of time. Longitudinal research has been a prominent interest for me: how people change over the course of time, how they make their comeback from difficult situations; I really see it going into that realm. Right now, we're trying to build on our understanding of the THRIVE model to then begin creating interventions. I also want the center to be a catalyst for students and faculty interested in this type of research to engage in community-based research. Right now, we have an interdisciplinary community research group at William & Mary consisting of faculty across disciplines coming together to share research initiatives. We have projects in the schools, jails, those who've been displaced due to unemployment, etc.; we're trying to be responsive to the needs of the community.

"We can get further in life, as individuals and as communities, with everyone building on one another; we can rewrite our stories."

THRIVE MODEL



WILLIAM & MARY | THRIVE RESEARCH AND INTERVENTION CENTER

What are the short-term goals of the center?

SN: To learn more about the ingredients for thriving to inform interventions we generate!

What are the long-term goals of the center?

DG: I want it to be a self-sustaining, interdisciplinary center, with active interventions. I want to start establishing curriculums and/or interventions that can be taken and adapted for use in other communities outside of Hampton Roads. We want to have a stronger partnership with Rwanda, as well as other international communities. We'd also like to be an online, free resource for other communities to come to when a crisis, like a pandemic, occurs.

Is there anything else you'd like to share to students about the center?

We really just want students to know that it's around and we're here. We want students served to know there is a dimensional life, it's not just mental health. They and clients can get better but also feel better. We can get further in life, as individuals and as communities, with everyone building on one another; we can rewrite our stories. We want people struggling to tap into their life meanings, and how individually, many people thriving together can better our communities.

Find more information about partnerships and projects at education.wm.edu/centers/thrive.

The Before and After of Internship

Stephen Barlow spoke with recently graduated Michelle Morel to learn the ropes of the internship experience.

by Stephen Barlow with Michelle Morel '20



Before

What are things you wish you'd known before starting an internship?

I wish I knew the differences in what kind of work a site might offer. I did not realize that private practice is likely to have more clients earlier and quicker freedom from supervisors (depending on the person), but there are also more volatile aspects here especially in COVID. Personally, I realized that I had a lot of ideas about what an ideal internship was supposed to look like for me, and it kept shifting as the circumstances changed. It was nerve wracking to hear professors and older students say how it is less important to have practicum be with a population and setting that you're interested in, because it is just to introduce you to the counseling world. They say how internship is much more in depth and you are recommended to find something you can be passionate about for a year. I think that this is helpful advice, but it can often end up making students feel that they need to find an idealized perfect internship that does not exist. I would say that the most important thing for an internship site is to find one that you can reliably get hours at, has a good organized structure, and is acting ethically.

After

What did you learn from internship?

While I learned a lot (and could write forever about internship lessons), the biggest component that stays with me is how important it is to build relationships. While we can come into the room with expert knowledge, perfect activities, and more, one cannot dismiss the impact of a great therapeutic alliance. When beginning internship, my first clients (a family) came to me seeking diagnosis information, advice on how to parent better, and a source for guidance during difficult times. Although I did have the ability to provide these things, in the end what mattered most was our relationship. I served that family for the entire year long internship, and upon finishing our work when I graduated, both parents admitted our strong relationship is what kept them coming back. Overall, what I most learned from internship was to take a breath, try to quiet our insecure voice telling us to be all knowing, and form a bond with the people across from you. In their hardest times, and in yours, this bond is what will allow therapeutic breakthroughs to happen.

Any tips for seeking out internship sites?

Keep calling sites until you get a response but probably not more than once a week, have a script for what you're going to say before you call (a bit of flattery doesn't hurt, I would often say how I heard good things about the site in my messages), check Psychology Today for local clinicians because you can sometimes find more private practices that way and easily email the sites, start searching early (but don't feel pressured to start before you have a meeting about it with the program), and most of all, don't panic and stay polite. You'll find a place, it might take a while and it may be frustrating, but there are a lot of clinicians interested in helping students get hours.

How do you suggest students organize their time to start including both classes and internship?

Oof- I am still figuring that out. Try to use a day planner. I used to be a skeptic of day planners, but it has been basically indispensable for internship, too. Take things week by week, recognize that some things might slip through the cracks and you'll forget, but prioritize the most important things. A big part of that for me was self-care and getting into a good routine. It seems counterintuitive because sometimes self-care can take up a lot of time and you worry that you could be doing work then instead, but for me I found that I wasn't using my free time that well and self-care helped me actually manage time better.

How has internship informed your clinical work?

Internship has made me much more comfortable not only with clinical work but with my own ability to understand humans and our world. There's something to be said for trying, failing, getting up, and failing again. Clinical work is just like anything else, I have to learn by trial and having that difficult experience with an upset client, having hard conversations with people who are of a different ethnicity than me about race in our country, and more, help me with all future clinical work I do. In no way do these experiences make me an expert, but they give me grounds, confidence, and knowledge knowing that I can succeed in certain clinical settings and even if I fail, then that can still help me succeed one day.

How long did it take you to find a job after graduating?

I am currently in a doctorate program, but I have friends from my cohort that searched for jobs and it ranges from 1 month before graduation to 4 months after graduation. Keep in mind we graduated during a global pandemic, so I predict that range is not the norm.

(Just in case COVID continues) What advice do you have for students searching for/doing an internship during a global pandemic?

Be patient and don't be afraid to mention how tough your situation is. Throughout my search process no one was rude or unsympathetic, and a lot of people were really helpful in making recommendations for other sites to contact. I even had one clinician offer me to be a last resort and she would make sure I could intern with her if everywhere else failed. So don't be afraid to explain your circumstances, a lot of clinicians are very kind and empathic (unsurprisingly). It's not a perfect situation because COVID really does make things really difficult and volatile, but try your best to be flexible and roll with the punches. I firmly believe that trying to find an internship, while stressful, has made me feel more resilient and comfortable with the upcoming job search.

How do you recommend networking and keeping in touch with older supervisors/people in the counseling profession?

Great question! One thing I'm doing to network and keep in touch is this article right here. I am passionate about W&M and Chi Sig, as I was a part of both, and want to continue learning about what they are doing to help students. I also recommend simple things like occasional emails or texts (if you have their phone number) just checking in or asking a question. For example, a past supervisor of mine has tons of experience in grief work and I often email them asking questions or passing along thoughts about articles I've recently read. It might be easier keeping in touch with supervisors/people you now see as friends, but it's important to make the extra effort to keep in touch with those who may not be your great friend, but are knowledgeable and great colleagues. And, who knows, they might become great friends!

If you could have changed any aspect of your internship, what would it have been?

I probably would have delved deeper into theory and how it related to my clinical work. During internship I was so caught up in hours, providing fun activities for sessions, organizing paperwork and the like that I didn't allow myself much time to slow down and think of the therapeutic services through a theoretical lens that I connected with. Personally, psychodynamic theory is what I drift towards but I did not make much effort in my internship to strengthen this lens, and instead got caught up in knit picky parts of making sure the therapy room was a "fun" or "worthwhile" place for my clients. While these aspects are also very important, I had time and many supervisor resources that I could've utilized to hone my theoretical craft.



Spotlight on the First Online Cohort

Meet Darianne Dolewski

By S. Cecelia Baum

Earlier this semester, I sat down with Darianne Dolewski, a member of the first online cohort. Darianne is in the school counseling program and has just started her third year in the program. She's a resident of Newport News, Virginia and has been working as a teacher throughout her time in the counseling program. We connected through a phone call.

What led you to counseling in general and school counseling in particular?

I have a master's in education and I have been a teacher for the last 11 years. I've taught fourth, fifth, and sixth grades, and I never thought that I'd want to be anything other than a teacher. From the time I was in second grade, I knew that I wanted to be a teacher. During my time studying and teaching, I became really interested in social justice. The school where I've taught for the past six years is 80% Black, furthering my interest in social justice and equity.

"Given the schools where I have worked, I feel there is such a need for trauma-informed and socially-justice minded counseling and teaching."

My interest in counseling started a few years ago when some of my students witnessed a shooting outside of their apartment building. As a teacher, I remember, I had lunch with some of the students who witnessed the shooting to process the event and see how they were doing. What stuck with me was that they said that this wasn't the first time that they saw someone die. That hit me so hard. How was I supposed to go back to teaching after a 30 minute conversation? And more importantly, how do we expect these kids, these nine-year-olds that are in fourth grade and fifth grade to learn and to take tests? That's when I started looking into school counseling. I wanted to be able to give more than just my 30 minute lunch to them. I wanted to do more than just teach. I still love teaching. That's why for the two years that I've been in this program I've balanced both because I didn't want to give it up. But I feel limited by the state standards. I am unable to help in the way that I think is needed.

Spotlight on the First Online Cohort, ctd

How has the counseling program and perhaps specifically, the social justice component of William and Mary's program, influenced you as a teacher over the past two years?

Overall, it's been really really great. My ideals and those of the programs are aligned. All the resources that have been provided and pretty much every single class has been impactful, not just the multicultural class. The readings, discussion posts, and extra readings have brought depth to my understanding of social justice. I've been able to incorporate some of the learnings into my teaching and they informed my practicum experience. Given the schools where I have worked, I feel there is such a need for trauma-informed and socially-justice minded counseling and teaching. It's how I know this program was the right one for me. There are very few programs that are offered online and William and & Mary's is the only program that has such a strong focus on social justice. When I saw the program, I knew it was meant to be.

You're in your internship now. How has the shift been from teaching to counseling?

The past two years have been quite exhausting, balancing teaching full-time and trying to get the most out of this program. I'm not sure it would have been worth it for a different program. William and Mary's program is such a good fit given that it is online, allows me to keep teaching, and emphasizes social justice. Some of the counseling techniques and background have come easily because of my background in teaching. This year, I've switched from teaching full-time to part-time, which has been a nice change of pace. Obviously, my internship has been a bit different than expected due to the pandemic. I am looking forward to being a school counselor full-time and being able to help students from a different perspective while still working in education. My practicum was during the spring and many schools were not conducting virtual counseling which made the experience different. Now, many schools are not allowing volunteers into buildings but are more open to virtual counseling. It's been a big adjustment for everyone. I never thought that much of my experience would be virtual or that as a school counselor that I would be a virtual counselor, but that is what it's looking like right now.

Do have any closing thoughts, advice for new students, or anything else you'd like to include?

I've really appreciated all of the support that I've had from William & Mary faculty and staff. Even though we're not on campus, I feel like I'm part of a community and I feel like the faculty care for me. Drs. Haskins and St. Germain-Sehr helped me to find an internship when my planned one didn't materialize. I was worried that with an online program, I would feel alone and that I would be less supported but that hasn't been the case. My advice for newer students is to try to find your own rhythm. The classes are fast-paced and it can be easy to get overwhelmed. The other things to keep in mind are taking time to enjoy the wonderful content of the courses and build relationships with your professors and classmates. Even though the program is online, I feel like I have a really close relationship with the other seven wonderful people in my cohort.

Thank you!

Thank you to everyone who contributed articles to the first issue of the W&M Counseling Chronicle!

The Counseling Chronicle is student-run by members of William & Mary's Omega Mu chapter of Chi Sigma Iota. If you would like to contribute to the 2020-2021 editions, please go to education.wm.edu/currentstudents/studorgs/csi/newsletters to complete the form, or email chisigmaiota@email.wm.edu for more information.

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HAVE A GREAT BREAK AND SPRING SEMESTER!