

The William & Mary Counseling Chronicle

Keeping you connected to your counseling program.

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education.wm.edu/currentstudents/studorgs/csi



This semester brought forth many changes: our on-campus cohort returned to in-person classes at the School of Education, and all of us are courageously navigating academic and clinical experiences with the lingering effects of the pandemic. Poet Mary Oliver once wrote “If you’re John Muir you want trees to / live among. If you’re Emily, a garden/will do. / Try to find the right place for yourself. / If you can’t find it, at least dream of it.” May we use this break to reflect on all the ways we have grown through the challenges of the past semester in order to embrace the newness of spring that awaits us. May we cultivate spaces for ourselves to nurture our compassion and capacity for kindness. From all of us on the board of the Omega Mu chapter of Chi Sigma Iota, we hope our Fall 2021 *Counseling Chronicle* sparks your creativity and passion for our field. We wish you peace, rest, and a healthy 2022.

PROGRAM UPDATES

The SOS Program: Utilizing Partnerships to Support Local Students

By Kristal Chery

What started as one pastor's desire to help Black students during the pandemic, turned into a full blown tutoring program known as The Students of Success (SOS) Virtual Tutoring Program. It all began when the Pastor of Williamsburg's New Zion Baptist Church reached out to fellow parishioners wanting to know how he could provide assistance and ensure that Black students did not fall behind after the post-pandemic shut down. With the shared interest of helping out, he began brainstorming with W&M faculty members, Drs. Natoya Haskins and Janise Parker, to help students in the community. Haskins and Parker, knowing students were struggling to gain fieldwork experiences due to COVID-19 school rules and shutdowns, sought to bring W&M graduate students into the partnership. Thus, the SOS Program was born.

Built on a partnership between primarily Black churches in the local community and

and the School Psychology and Counselor Education department at W&M, the SOS program involves virtual tutoring and mentoring of local K-12 youth, most of whom are African American. Tutors in the program are required to develop a customized support plan for their assigned student after meeting with the student's caregiver and completing an interview to identify the student's needs. Support services may involve helping the student with an academic, behavioral, social, or emotional need, or facilitating 30-minute informational sessions for the caregivers. Starting this semester, the sessions are geared towards helping caregivers learn to manage stress and access resources, as well as how to navigate the current racial and political climate with their student.

Interested in being a tutor? Reach out to Dr. Natoya Haskins (nhaskins@wm.edu) or Dr. Janise Parker (jparker@wm.edu) for more information!

A New Course Offering for On-Campus Students

By Haley Latta

In the upcoming spring semester, students will have the opportunity to take a course on counseling approaches to trauma. "The trauma counseling course will serve as an introduction to trauma and trauma counseling," state Aiesha Lee and Allison Dukes, Dr. Cashwell's doctoral student TAs for the course. "Featuring voices of community clinicians engaging in this work, this course will cover topics such as chronic versus acute trauma, intergenerational trauma, and more. Students will practice engaging in trauma-informed dialogue with colleagues and learn approaches to help them in their clinical work."

SOCIAL JUSTICE SPOTLIGHT

@niellebakes: Baking for Good

By Rebecca Richardson

Danielle Swanson, a second-year student in the online School Counseling Program, has been baking since she was young. "My grandmothers and mother were/are all bakers, and I grew up around baked goods...I bring my Slovakian and Norwegian heritage into the kitchen. I have sought out historical recipes and also ones from our family and make those for holidays so my children can grow up with items from their ancestors represented at our table" she explains. Although she cooks almost every meal from scratch daily, it wasn't until around 2019 when Danielle starting baking more and posting photos of her work on Instagram. With a bit of encouragement from friends who initially tried to convince her to open a bakery, her @niellebakes Instagram was born.



"People asked if they could order things, or buy things, and I thought no, that's also not going to happen because I bake on my schedule which is quite inconsistent. However, with all of the uptick in social justice movements happening in 2020 I thought, how can I get my baked goods to people while also getting the word out about social issues?" Danielle asked. This led to her creation of "donation drives" which occur each month. Danielle chooses a theme and a charity (or two) and encourages friends and followers to donate. But what's the catch? In exchange, Danielle enters whoever donates into a random drawing for a fresh baked treat, vacuum-sealed and sent from her home in Colorado.

When choosing a charity, Danielle explains, "Some months I do whatever national month it is, like national breast cancer month, or LGBTQ+ history month, or women's history month. I feel like every one of these themes speaks to a different part of my life, even if I don't identify with them. For Indigenous People's month, I am not Indigenous but I understand the impact and importance of those communities, and strive to educate my friends and family by sharing their charities and causes."

While Danielle would love to build her @niellebakes community online and increase donations, she also describes another dream of hers. "I might see opening a baking studio for therapeutic purposes. Maybe have classes for kids where they can learn how to bake but also learn how to work out feelings through baking. It really is a therapeutic activity. It's helped me a lot."

Interested in becoming a member of the @niellebakes community? Follow her on Instagram and consider participating in next month's donation drive for your chance to receive a homemade treat from Danielle! •

FACULTY SPOTLIGHTS

Dr. Coralie Solomon: Nurturing the Voice of Self Compassion

By Jenny Niles

We are excited to welcome Dr. Coralie Solomon to the Counselor Education faculty at William & Mary! Dr. Solomon currently serves as a Clinical Assistant Professor in the online Mental Health Counseling program, where she blends her expertise in social justice advocacy, self-compassion, and contemplative practice to guide the professional development of counselors-in-training. Throughout her career, Dr. Solomon has made a profound impact on public school teachers and students. As she joins William & Mary, Dr. Solomon brings her invaluable perspective and talents to her work with counseling students and the clients and communities they serve.

During her doctoral work, Dr. Solomon created a program to offer free counseling sessions after school hours for students in Title One schools. Since her development of the program, it has expanded to multiple elementary schools with the intention of reducing barriers to provide free mental health support. "That was an amazing experience...it became a very special place where we knew we were making a difference. But along the way, I got to learn a lot about what the teachers were experiencing and how stressed they were. I would just hear those stories and realized, we offer so many services for

students, and it seems like we're always leaving behind the teachers. So that's how this whole journey started.



Dr. Solomon's work evolved to include self-compassion training for teachers. "As far as understanding the stressors in my dissertation, it was specific for teachers-of-color, because they have additional stressors that we learned, especially from my investigation. And then that exploded, because once we got those findings and had relationships with the superintendent, they got to really understand that the teachers needed help; not just teachers-of-color, but all teachers in general. So, then I created a curriculum for them to be able to provide training in self-compassion for the teacher."

Dr. Solomon is continuing her work with self-compassion in the development of Safe Healing Circles designed with a self-

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compassion lens to attend to racial battle fatigue for teachers-of-color. Dr. Solomon explained, "What we're proposing is very similar to what I already did at the schools where we provide training for self-compassion, but this time we do it very specifically in smaller groups to be able to address experiences for teachers-of-color." Ultimately, Dr. Solomon's goal is to bring more mental health counselors into the schools for the benefit of students and to attend to the psychological needs of the teachers.

Intentional incorporation of self-compassion with contemplative practice is a critical piece of Dr. Solomon's work with school communities and clients. "Self-compassion is an aspect that I'm very passionate about. It's changed my life." Dr. Solomon described that "the contemplative aspect of it, which comes with mindfulness and self-compassion, are essential, because what we're doing here is promoting emotional resilience." Self-compassion and resilience-building are hallmarks of Dr. Solomon's work within each of her roles as social justice advocate, counselor educator, and clinician.

With regard to William & Mary, Dr. Solomon states, "I am thrilled to be part of such a wonderful community and really enjoy my colleagues and the students."

She is excited to join the efforts of diversity, equity, and inclusion alongside Dr. Haskins.

In her time at William & Mary thus far, she has begun offering Safe Healing Circles and looks forward to offering more to the William & Mary Community

Because Dr. Solomon's work as a counselor educator is grounded in self-compassion, she looks forward to continuing to promote the incorporation of self-compassion into the program.

"...self-compassion is the alternative to rewire your mind to create a whole new voice, a whole new coach that is a lot kinder..."

In her work with counselors-in-training, she prioritizes students' emotional wellness and resilience. She intentionally incorporates self-compassion practices into the curriculum with the goal of nurturing the voice of self-compassion. In her clinical work, Dr. Solomon has found self-compassion to be a transformative tool for healing. "When we're dealing with moments of suffering, difficult times, transitions, even symptoms from PTSD or trauma, we have a very strong inner critic. So self-compassion is the alternative to rewire your mind to create a whole new voice, a whole new coach that is a lot kinder. We need to promote awareness with kindness, because that part, that's the healing part, that's the caretaking part of it."

We are deeply fortunate to be able to welcome Dr. Solomon to our William & Mary counseling community. •

FACULTY SPOTLIGHTS

Dr. Pamela Harris: How One Author's Background Inspired Her Debut Novel

By Jerry Mize & Rebecca Richardson

Dr. Pamela Harris, Clinical Assistant Professor at William & Mary, shares how her own personal background and counseling experiences have shaped her debut novel, When You Look Like Us. She also gives us a glimpse into her new novel, This Town is On Fire, expected to be published in 2023!

Q: Tell us about your inspiration for your first book.

A: I like to call *When You Look Like Us* a noir set in my former 'hood. Growing up, I was an avid reader but rarely saw characters who looked like me or lived in neighborhoods like mine. This continued when I became a school counselor. Some of my Black students would be referred to me for not doing well in English class. It was assumed that they didn't enjoy reading, which wasn't always the case. It was rare for them to find books with characters they cared about. This novel follows Jay, a Black teenager living in public housing in Newport News, whose older sister goes missing in a place where missing Black girls are often overlooked. Unfortunately, the lack of attention toward missing Black and Brown girls is a prominent issue, so I wanted to write a mystery that touched on these larger social justice themes while also being a page-turner.

Q: How does your counseling background tie into this story, if at all?

A: Writing for me is therapeutic in a way. Working so much with children and teens allowed me to tap into their voice in a way that might be difficult if I were someone who didn't spend so much time with this age group. Sometimes I like to think of my characters as case studies and how they would act in a counseling setting with me—this helps me create distinct voices for each of my characters throughout the story.

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Q: What part of writing your first novel was the most difficult?

A: It was definitely difficult unpacking some of the unresolved feelings about the way I grew up and trying not to project that into the story. This novel is definitely not an autobiography, but included a lot of my experiences growing up in Newport News as a teen. During one of my rounds of revisions, the editor wanted to hear more about the main character's internal feelings—and some of those were his frustrations, and even embarrassment, about his neighborhood. I certainly felt the same way as a teen, but now I look back on this time with respect. I wanted to make Jay authentic about his negative feelings, but also show him evolve throughout the novel in a way that was realistic for a teenager.

Q: For our counseling students who may one day decide to take a leap of faith into a different profession (such as writing a novel), what advice would you give them?

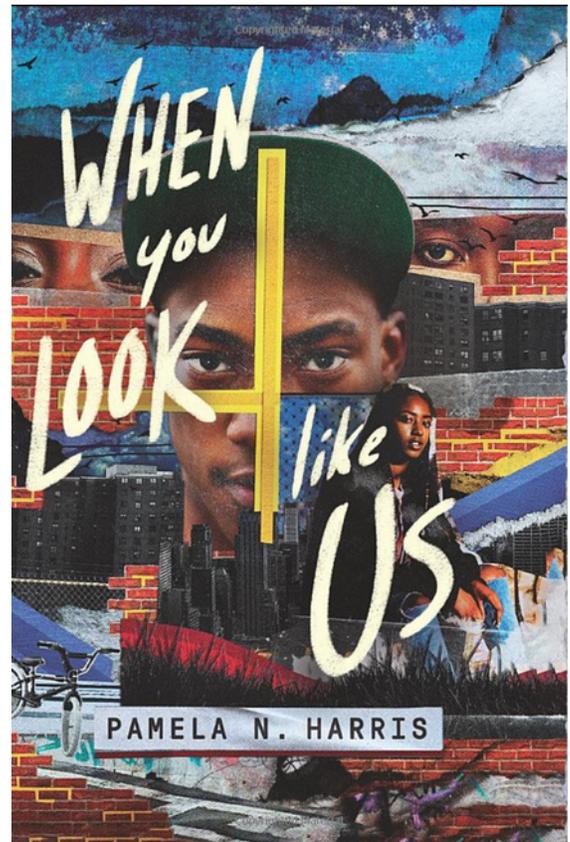
A: Be intentional but be patient. Think about how you want to spend your time, what's important to you, and how you want to prioritize spending your time. Especially in the creative fields. Don't expect an overnight success story—it took me over 10 years to finally publish my first novel!

Q: We've heard that you have a new book, *This Town is On Fire*, being published in 2023. Would you mind giving us a glimpse into that story?

A: It actually has a lot to do with what's going on in the world with social media. The novel asks you to imagine what you would do if you were a Black girl and find out your best friend is a potential "Karen" in training. My main character in this story grapples a lot with her racial identity, as well as her allegiances.

Q: As a busy writer, professor, mom, educator, and more, what do you like to do in your down time?

A: I try to be more intentional in granting myself down time! When I'm not playing with my kiddos, I love watching TV. My current guilty pleasures are reality shows, like *Real Housewives* or *The Bachelorette*, and holiday Lifetime and Hallmark movies. •



Find Dr. Harris's novel at most major book retailers or check it out at the W&M Library!

DOCTORAL STUDENT SHOWCASE

Highlighting Research in the W&M Counselor Education Program

By Aishwarya Nambiar

Aiesha Lee



Conference: ACES
(Association for Counselor Education & Supervision)

Co-presenter: Dr. Natoya Haskins

Topic: "The Melanin Scholars Retreat: Mentoring Black Women in Research" - A review of the Melanin Scholars Retreat, a writing and wellness retreat for Black women in Counselor Education. The presenters discussed supporting research, the retreat format, and themes resulting from the qualitative study such as accountability, authenticity, community, difficulties navigating academia, and the importance of wellness.

Conference: ACES

Co-presenters: Kenson Hiatt & Unity Walker, Current W&M Doctoral Students

Topic: A review of the definition of racial injustice and why it is a relevant topic in clinical supervision. Additionally, the presenters discussed a conceptual framework that centers cultural humility and Relational Cultural Theory as part of the multicultural orientation a supervisor can possess and model when broaching racial injustice in supervision.

Aishwarya Nambiar



Conference: AARC
(Association for Assessment & Research)

Co-presenters: Aiesha Lee & Philippa Chin

Topic: "The Development of the Doctoral Student Stereotype Threat Scale" - A focus on defining stereotype threat, outlining its importance and relevance within the doctoral student population, and the development and implications of the doctoral student stereotype threat scale.

Philippa Chin



Conference: EB-ACA
(European Branch of the ACA) Virtual Conference

Co-presenter: Aishwarya Nambiar

Topic: "Infusing the Experiences of Adult Third Culture Kids in the Counseling Curriculum" - A focus on raising awareness of the ATCK population, equipping counselor educators with the knowledge to infuse their issues into the counseling curriculum, and increasing faculty's multicultural competency.

Allison Dukes



Conference: AARC

Co-presenter:

Stephanie Dorais,
Assistant Professor of Counseling at Kean University (Ph.D '21)

Topic: "A How-To Guide on Conducting Daily Diary Studies: An Inside Look on Process and Outcome" - A description of daily diary studies, their use in counseling research, and how to do them in your own work.



Dukes & Dorais present their topic, "A How-To Guide on Conducting Daily Diary Studies," at ACES in Atlanta, Georgia this year.

Conference: ACES

Co-presenter: Dr. Spencer Niles

Topic: "Publishing in *Counselor Education and Supervision*: Recommendations from the Editors" - A discussion of the *Counselor Education and Supervision* journal statistics and the scope of the journal. This session also gave the presenters a chance to speak with individuals who were interested in publishing in the journal and provided an opportunity for them to answer questions regarding preparing a manuscript for submission.

Jennifer Niles



Conference: ACES

Co-presenters:

Stephanie Dorais,
Allison Dukes, and Michelle Colon,
Assistant Teaching Professor of Counseling
at Bowling Green State University

Topic: "Dynamics of Student Resilience: An Intensive Longitudinal Examination of Meditation" - A description and demonstration of contemplative pedagogy practices, including centering prayer. The presenters shared research findings on the ways such practices can help to build students' resilience, hope, and overall well-being.

Conference: ACES

Co-presenter: Brittany Wyche, Visiting Professor at Wake Forest University

Topic: "School Counseling Supervision from a Relational Cultural Theoretical (RCT) Lens" - A description of the core elements of RCT, a review of existing school counseling supervision, and a description of how RCT supervision can support school counselor's relationship-building and cultural responsiveness in service to students.



Niles & Wyche present at the 2021 ACES conference.

Kaitlin Hinchey



Conference: ACES
Co-presenter: Unity Walker

Topic: "Counseling Master's Students Experiences with Doctoral Students in a Shared Programmatic Setting" - A presentation of the results of a qualitative study on how master's students view the multiple roles and relationships that develop with doctoral students as a result of complex hierarchies within counselor education programs. We discussed risks and rewards of these relationships as well as implications such as a need for clear boundaries and expectations and opportunities for professional collaboration.

Kenson Hiatt



Conference: ACES
Topic: "Spiritually Competent

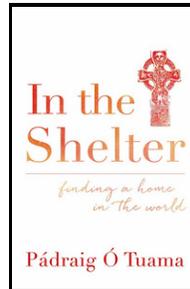
Orientation in Supervision: A New Model" - Based on the ASERVIC spiritual competencies and the Cultural Third model, spiritually competent orientation (SCO) is a new approach for competently addressing religion/spirituality in clinical supervision. This presentation conveyed the approach as described by Daniel Gutierrez, Kenson Hiatt, and Aiesha Lee from their article published in *The Clinical Supervisor*, a national refereed journal for clinical supervisors in mental health counseling.

LITERATURE CORNER

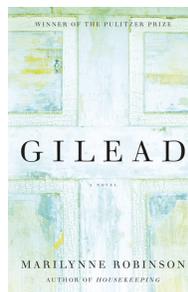
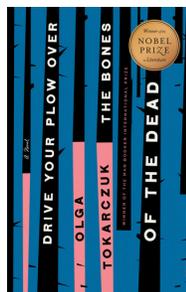
William & Mary students share what they're currently reading and/or listening to!



"Lots of honest conversations about relationships, depression and anxiety, overwhelm, gender stereotypes and LGBTQ+ issues!"
Liz Dooley,
 2nd year CMHC



"...A blend of essays and poems that reminds us of our shared humanity and ability to join together through stories. It's beautifully written and serves as a reminder of hope through times of challenge."
Jenny Niles,
 2nd year CE&S



"Three 21st Century novels that have 'stuck with me' - excellent character development."
Lydia Suitt,
 1st year CMHC

Have a favorite book or podcast, counseling-related or not? DM us on Instagram or email Rebecca Richardson (rarichardson02@email.wm.edu) to let us know. Your recommendation may be mentioned in our next newsletter!

MASTER'S STUDENT SPOTLIGHTS

Ben Benabise: An Army Veteran Regains His Purpose through Counseling

By Lydia Suitt

Q: Could you tell us a little about your background and what led you to the W&M Clinical Mental Health Counseling program in the Military & Veterans track?

A: I served in the Army for over 31 years in the Signal Corps, and the reason I chose this program and track is that during my tenure in the Army, I witnessed a lot of my subordinate soldiers with mental health issues, and I could not help them in the way that I wanted to. I didn't have the education or background to assist them with their mental health issues, so I directed them to the experts: the psychologists, social workers, and chaplains. Once I retired from the military last year, I needed to regain a

purpose. Through my research, I found that William & Mary had a specific clinical mental health track for military and veterans. I submitted my resume, wrote the essay, and applied so that I could continue to help military and veterans - the population I've been deeply involved with for the past 30 years.



"Once I retired from the military last year, I needed to regain a purpose."

Q: How does what you're learning in the counseling program influence your work as a Graduate Assistant in the Office of Student Veteran Engagement?

A: It helps out a lot. I engage daily with the undergraduate student veterans of William & Mary - there are about 50 of them. I'm using my counseling skills to relate to them. Since I'm an older student, I feel there's a generation gap, but the counseling skills have helped me bridge that gap to help them. I also look out for red flags that would come up because their transition as non-traditional students is difficult.

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Q: What career options are you considering for after graduation?

A: My career options so far are to be a licensed professional counselor and, if I like the counseling courses (if they're not too taxing on me) to apply to the doctoral program at William & Mary. I only have about 15 years left of a second career, so I hope I can make an impact. We have wonderful professors and mentors, and everyone is so encouraging and optimistic. I hope to continue and make a positive impact in the military and veteran population around the world.

Allison Blackman: Student Ambassador of the Year

By Rebecca Richardson

Congratulations to third-year online Clinical Mental Health Counseling student Allison Blackman for being named this year's Student Ambassador (SA) of the Year! During September's Town Hall, Dr. LoriAnn Stretch recognized Blackman with a Certificate of Appreciation, noting her dedication toward the program this year. "It's an amazing honor and a huge surprise!," described Blackman, "I was literally speechless."

The SA Program was created by 2020-2021 online liaisons and consists of a group of online students who are committed to supporting their peers. Ambassadors provide support through live skills labs, book clubs, and even through informal virtual meet-ups.

Blackman, who completed her first two years of the counseling program from Budapest, Hungary, enjoyed the online learning, but felt that she was "missing out on the ability to build deep relationships with [her] classmates." After making a commitment to increase her engagement with others, she found herself joining the inaugural first group of Ambassadors in 2020.

When reflecting on her role as an Ambassador, Blackman notes how the program has

developed. "We've tried to expand to the entire student body, experimenting with some things like meet-ups to discuss preparing for fieldwork." She also describes her initial desire to start a book club as an SA. "Last summer this became a reality and we had our first book club meeting to discuss *The Body Keeps the Score*, allowing for two great discussions about trauma in an informal, conversational forum. It was so interesting!"

Blackman sums up another one of her favorite things about being an SA which was "the opportunity to talk to prospective students. It's so rewarding to be able to provide some tidbits of information that helps individuals ultimately choose the graduate program that is best for them."

After serving for a year, Allison has stepped down as an Ambassador, but the online program is grateful for her commitment and contributions!

Interested in becoming a Student Ambassador? Reach out to Dr. Martin, Faculty Sponsor, (jlmartin@wm.edu) or Claire-Madeline Corso, SA Captain (ccorso@email.wm.edu) for more information. Also, check the Canvas Program Office for application announcements!

ALUMNI SPOTLIGHTS

Transitioning into the Field

An interview with Kelly Dewey, LPC-R, NCC, a May 2020 Graduate of the Clinical Mental Health Counseling Program and a current resident in counseling at Williamsville Wellness Center.

By Lydia Suitt

How has your professional identity evolved from your practicum and internship experiences to your current position?

During my practicum and internship experience, I was involved with a community service board. My experience at the CSB allowed me to get exposure to various therapy group dynamics, as well as involvement with SMI clients. While at the CSB, I did not get many chances to work with individual clients, so my growth in an individual setting has greatly developed during my current work at a 28-day residential addiction treatment center. In my current position, I am involved in case management, individual therapy, group therapy, and family therapy with clients struggling with addiction and mental illness. The fast-paced treatment that occurs in 28-days has caused me to prioritize rapport building, as well as psycho-education and implementation of coping skills to manage relapse risk, anxiety, depression, and trauma symptoms.

Looking back at your experience in the counseling program, what was most helpful in your preparation for your role as a resident in counseling?

My direct contact hours at the CSB were definitely the most helpful. Outside of practicum and internship, I would say sharing my video recordings of sessions was the next most helpful part of the counseling program. Even though I didn't love sharing those videos, looking back, I gained so many different perspectives from my peers and professors that I would not have gained otherwise.

Where are you in the licensure process? What has the process been like for you so far?

I currently have roughly 2,600 of the 3,400 hours I need to complete my licensure. I scheduled my test for right after graduation and thankfully passed, so I do not have to worry about the test anymore. The process has been fairly easy thus far. I get weekly supervision for free at my job, which is a huge bonus. I should fulfill all requirements for licensure by April 2022, which would put me at completing my residency in 1 year and 10 months.

What advice do you have for current counseling students?

First, take the NCMHCE exam right after graduation! Trust me! Once you have a job, you will not want to study for it. Take the exam while everything is fresh on your mind and you are still in student mode. Second, try to find a residency position that is not too similar to your practicum/internship role. Don't be afraid to branch out; it's how you become a diverse counselor. Finally, try to be present and enjoy your time in this program.



FIELDWORK CORNER

How One Student's Psychology Degree Becomes a Tool During Fieldwork

A look into Josh Phillips' ('22) internship experience at Genesis Counseling Center in Hampton, VA.

By Lydia Suitt



How would you describe your internship experience thus far?

The best description I can offer of this experience is that it's a mix of psychological testing alongside regular talk therapy. It's been overwhelming in the best sense possible. I came in two weeks before our semester started, before I was able to see clients, to start training, reading materials about the psychological tests we administer, and getting familiarized with some of the psychologists there. I love the multidisciplinary aspect of it, but it's a lot. It's very fun - very engaging - and it's also excellent for me because I got my B.S. in psychology, so I feel very at home and very affirmed being able to use some of those skills. I can get into some of the statistics and the psychometric properties of the measures we use, write-up reports on them, and use those to inform my care of the clients.

What factors attracted you to your current internship placement? What was important to you when considering the internship environment that you wanted?

Certainly the multidisciplinary piece. I love to work with people of other professions that are in the same helping field. You get to see certain strengths and specializations that I really enjoy seeing in the holistic treatment of clients. Apart from that, definitely the psychology aspect - getting back into that is really fun and engaging. On a logistical note, it helps to get the hours when you're spending three hours doing psychological testing with clients.

How has fieldwork impacted your view of the counseling profession?

It's shown me that counseling can take on so many different forms. When working at Eastern State Hospital, where I had my practicum, some of my time was spent talking with clients about upcoming court cases, and that was deeply helpful for what they needed in the moment. Sometimes people need a couple tools in their tool belt, a couple techniques to help them through public speaking; sometimes they need something deeper, something more akin to open heart surgery where you're fundamentally helping them reshape how they perceive the world and how they perceive themselves and others, and from that change in perception, their actions and thoughts and emotions might change.

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Looking back at your experience in the counseling program, what was most helpful in preparation for your role as an intern?

There were moments even at our orientation that were very meaningful to me – things like faculty telling us that our grades were not super important, so we shouldn't stress too much about them. And that our way of being is very important; that's ultimately what we're getting at. And I really took them at their word when they told us that, and that's been super helpful for me not to spend so much time worrying about assignments but more so worrying about the people I'm caring for and also my own way of being and how self-exploration and greater awareness of myself informs my care of others and the impact that has on my work.

Sarah Cameron's ('21) Fieldwork Experience at Coastal Virginia Counseling & Meditation in Virginia Beach

By Jerry Mize

What factors attracted you to your current internship placement? What was important to you when considering your internship environment?

I love the scope of practice. I get a wide variety of clients here which broadens my experiences. It's also a non-competitive environment, so it is a very supportive place where I am able to consult and hear perspectives from different professionals

How has fieldwork impacted your view of the counseling profession?

Fieldwork has made me realize how broad the horizon is in the profession. We have so much freedom in deciding what we learn and focus on, and how we incorporate it into our professional identity.

Looking back at your experience in the counseling program, what was most helpful in your preparation for your role as an intern?

The courses that offered practical application, such as techniques and addictions counseling. I also found opportunities when I was able to speak with my professor about their own views of the profession to be extremely beneficial in my professional preparation.

What advice would you give first-year students who are currently completing their practicum in preparation for internship?

I think we should always be thinking ahead. Picture your client caseload as a bell curve, where you build up in the beginning and hit your peak number of clients in the middle, because as you come to the end, you should be thinking about an easy transition for your clients.



Meet your 2021-2022 Executive Board



Haley Latta
President
Second-year CMFC



Kristal Chery
Secretary & Online Liaison
Second-year SC



Jennifer Niles
Co-Chair of Professional Development
Second-year CE&S



Rebecca Richardson
Historian
Second-year SC



Jerry Mize
Co-Chair of Professional Development & Online Liaison
Third-year CMHC



Lydia Suitt
Treasurer
First-year CMHC



Jenna Czerwinski
Chair of Community Engagement
Second-year CMHC



Aishwarya Nambiar
Doctoral-Faculty Liaison
Second-year CE&S

Interested in joining our board? Members should look out for an email in March that will describe the available board positions. Students can then nominate themselves or a fellow classmate for a position. Elections are open to all current CSI members.

OMEGA MU UPDATES

Our Speaker Series Kicks Off!

By Haley Latta

This semester, we were thrilled to launch our year-long speaker series on student-requested topics. Our first speaker was **Victoria Haynes '16, LPC, LMFT, NCC**. Victoria presented “Let’s Talk About Sex!”, an hour-long discussion that included topics such as religion and sexuality; polyamorous relationships; and kink and consent. Students also discussed the qualification process needed to become an AASECT-accredited sex therapist, and Victoria fielded questions from attendees regarding her day-to-day schedule as a sex therapist.



Victoria Haynes



Dr. Norman Amundson

Our second speaker in our speaker series was **Dr. Norman E. Amundson, Professor Emeritus of Educational and Counseling Psychology** at the University of British Columbia, Canada. Dr. Amundson specializes in creativity and metaphors within counseling and career development. A prolific author, Dr. Amundson's publications include numerous books, workbooks, and training guides published around the world, including his new guide, *Metaphor Making in Action*. Dr. Amundson spoke with our students on how to uniquely incorporate metaphor and storytelling language within counseling sessions. Thank you so much to both speakers for being willing to share their knowledge with our students!

Are you interested in becoming a member of our chapter?

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 Chapter Faculty Advisors, to join. Initiation typically occurs in February. We hope you will consider being one of our new initiates!

Questions about membership? Please reach out to our President **Haley Latta** (hglatta@email.wm.edu)!

Thank you!

Thank you to everyone who contributed articles to the first issue of the academic calendar!

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 future 2021-2022 editions, please email rarichardson02@email.wm.edu for more information.

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***Have a fantastic and safe winter break
and holiday season!***