

The William & Mary Counseling Chronicle

Keeping you connected to your counseling program.

Highlights in this Issue

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Daniel Gutierrez**

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Showcase**

Defining Self-Care

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Student Stefan Vasic**

Chi Sigma Iota, Omega Mu

chisigmaiota@email.wm.edu

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Our Spring 2022 *Counseling Chronicle* has arrived, just in time to serve as a source of inspiration and light at the end of a challenging academic year. Within these pages is but a highlight of all the ways that William & Mary counseling students have courageously and authentically developed their professional identities. Throughout our program, students are fulfilling their personal and professional goals – students are returning from practicum placements in our communities; others are preparing to celebrate graduation and embark on their residency journey; others are preparing for their first positions as counselor educators in our field! Wherever you find yourself on this journey, the Omega Mu chapter of Chi Sigma Iota wishes you the best. May you feel supported by the community of fellow counselors and counselor educators who are cheering you on; may you feel enriched by your academic growth during this year; and may you allow yourself to sink into the gentle contentment that comes from being your unapologetic, courageous self.

SOCIAL JUSTICE SPOTLIGHT

Amplifying and Uplifting the Voices of Minoritized Communities

An interview with Dr. Natoya Haskins, Associate Professor of Counselor Education and Associate Dean and Director of Diversity and Inclusion at W&M's School of Education

By *Aishwarya Nambiar*

Q: What are you most passionate about when it comes to Diversity, Equity, and Inclusion (DEI) issues?

A: For me, it's really about amplifying and uplifting the voices of minoritized communities. That's what I really have come to understand for myself as important and what brings me joy.

Q: What does DEI mean to you?

A: When I think about DEI, the first thing that comes to mind is that it's associated with an organization, university, or any entity that attempts to address issues around oppression, diversity, marginalization, and disparities, to improve [the] organization's] climate, as well as increase accessibility to opportunities, and provide specific programming and training opportunities to improve one's contributions to DEI work, and unpack their own biases, blindspots, [and/or] privilege.

"...[attempting to] improve one's contributions to DEI work and unpack their own biases, blindspots, [and/or] privilege."

Q: What have been the biggest projects conducted by the DEI office this academic year?

A: The biggest projects would be the annual symposium in racial and social justice, the mini grants that the office offers, and starting the affinity groups! We also conducted a climate survey and the DEI website. We've also offered several trainings, a cultural responsiveness session in qualitative research, community building movie and book discussions, and responsive sessions to Asian American Pacific Islander (AAPI) and Black communities.

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Q: What are you most proud of in your role as director of the DEI office?

A: That fact that we have an office! When I was given the role, there was nothing, so I feel like for me, it has been the creation of the newsletter, the trainings/resources offered, the symposium, the climate survey which can inform how we move forward, the affinity groups, and providing spaces for students. Those to me are meaningful, especially because there was no book [or] guide when I started this position. With the help of our communication staff, our events' coordinators, the Studio for Teaching & Learning Innovation, and staff from the DEI office, we built the office to what it is now.

Q: Where do you hope to see the DEI office in the next few years?

A: I would like to see the DEI office be more integrated in the three departments (Counselor Education, School Psychology, Educational Planning, Policy & Leadership) and provide specific training in curriculum and instruction, as well as resources and opportunities pertaining to each department. This would allow the office to speak to the individuality of the different departments we provide services for. I would also like to see some accountability where the DEI office can be at forefront in presenting data. I think it would be great if we can add our programming to the School of Education DEI website instead of having students/faculty/staff go to the main W&M website for DEI events or to the *Weekly* digest.

Additionally, it would be beneficial if we had an Assistant Dean who can do more of the programming, and an Associate Dean who can focus more on the vision, implementation, and structural piece of this work. Our newsletters have been a great addition, and I would love for us to utilize methods to see what people are clicking on and what they're most interested in in the newsletter.

Finally, I would love to see us have a conference or a summer institute focused on DEI in curriculum and pedagogy. This would allow individuals to deepen their understanding to implement equitable education in our classrooms.

How to get involved with the DEI Office

- Participate in on-campus affinity groups (i.e. attend events, become a member)
- Attend the DEI Office's activities, such as the book or movie discussions
- Attend DEI-hosted trainings and courageous conversations
- Participate in the annual Racial and Social Justice Graduate Student Research Symposium
- Reach out to the office and share your recommendations for things you'd like to see or how you'd like to collaborate on future events or projects!

SELF-CARE CHECK

Self-Care & Self-Awareness

Essentials of a Well-Stocked Counseling Tool Kit

By Lydia Suitt

I think it's fair to say that "self-care" was one of many pandemic buzzwords. The myriad of pandemic stressors – adapting to remote work, dealing with isolation, caring for family members, grieving losses, and managing anxiety about a novel disease – highlighted, for many people, the need for practices and lifestyle changes that would sustain or improve physical and mental health. This need was particularly true for healthcare professionals who, in addition to managing their own stressors, were faced with supporting others through their often painful pandemic experiences. While the unique challenges of the pandemic may have highlighted the need for more intentional self-care, the need was present pre-pandemic and will remain post-pandemic.

Assuming most of us affirm the general importance of self-care, a question arises: What *is* self-care? And what is self-care for a counselor-in-training? The ACA Code of Ethics (2014) Section C on professional responsibility is helpful here, stating that "counselors [should] engage in self-care activities *to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.*" Self-care is whatever promotes our well-being so that we can optimally function as counselors.

While this definition is helpful in conceptualizing self-care, it raises a new question: What is self-care for *me*? There is no universal formula, and no amount of "10 small acts of self-care" blog posts can give us the answer. We must answer it for ourselves, thinking through the supports, activities, routines, people, etc., that help each of us move toward more optimal functioning as counselors-in-training. Is it a mindfulness practice? Time with a friend, partner, family member, or pet? Personal counseling? Something different?

These are important questions to consider, *and* we may not be able to accurately answer them without time and trial-and-error. The good thing? We have a community of support. We have access to peers, colleagues, supervisors, and advisors as we learn what it's like to be a counselor. While the process may not be easy, I believe it will reward us with increased self-awareness and a better stocked toolkit as we prepare to enter the world of professional counseling.

Have a favorite self-care activity? We'd love to share it in our next newsletter! Send it to us via Instagram direct message (@wmcounselingprogram) or email (chisigmaiota@email.wm.edu).

FACULTY SPOTLIGHT

Getting to Know Dr. Daniel Gutierrez

By Jerry Mize

Like many high school students, Dr. Gutierrez was unsure about pursuing higher education; he describes that “higher education wasn’t even a thought in my family.” Nevertheless, he attended college and majored in psychology, but it wasn’t until he started working on his own personal therapy that his passion and direction towards counseling was unveiled. Gutierrez’s fieldwork also helped him realize that he was in the right place. “Family and addictions work was far from my goals due to familial experiences, but thanks to some very involved mentors and taking the addictions course in my counseling program, I found that was the work I enjoyed doing,” he describes.

Later down the road, Gutierrez’s curiosity piqued when he learned that working in the community required grant work. With the desire to gain more grant training, in addition to encouragement from mentors such as Dr. Mark Young, he found himself on the Ph.D pathway.



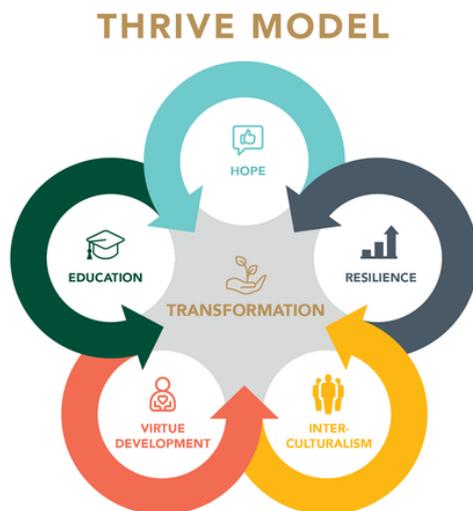
Many years later, our students now know Dr. Gutierrez as an Associate Professor in William & Mary’s Counselor Education program within the School of Education. However, what many may not know is that he also works in a private practice. “I have always thought it is important to at minimum see clients as long as I am teaching. It feels wrong to teach and not be in practice,” he notes. When it comes to his client population, Gutierrez considers himself to be a generalist. He explains, “being Spanish speaking and my work with addiction and spirituality draws a lot of people interested in my work.” Nevertheless, Gutierrez would describe the communities he serves as distressed or vulnerable populations.

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In addition to his work as a professor in the Counselor Education program and clinician in private practice, Gutierrez is the Co-Director of the THRIVE Research and Intervention Center on campus. The idea to create THRIVE was born following a study-abroad trip to Rwanda in 2019 when he and Dr. Spencer Niles went to study reconciliation, forgiveness, and hope with genocide survivors. The two sought to create a research center that looks at the qualities of individuals who have overcome extreme traumas and loss, yet thrive. “We wanted to know where their resilience comes from and what interventions help facilitate that,” he explains. Despite the pandemic emerging after THRIVE was approved, Niles and Gutierrez plan to continue their research and the growth of the program.

"Much of my work and life are so overlapped with my sense of purpose. I check in daily to see where my rhythm is."

As we all know, being involved in so many facets of the counseling world requires work-life balance. When asked about his thoughts on this topic, Gutierrez emphasized choosing work/life harmony. “Much of my work and life are so overlapped with my sense of purpose. I check in daily to see where my rhythm is.” Gutierrez takes a similar approach to his self-care and avoidance of burnout by focusing on doing work that comes from the heart. “I make sure that whatever I am doing is coming from a ‘heart’ space and I am finding meaning in it,” he notes. Spiritual life and practices are also important to him, in addition to having supportive relationships and mentorships from those in his community.



WILLIAM & MARY | THRIVE RESEARCH AND INTERVENTION CENTER

Learn more about THRIVE:
<https://education.wm.edu/centers/thrive/>

We are grateful for Dr. Gutierrez's contributions to our William & Mary community, and we look forward to seeing THRIVE's growth and progress.

CLASS OF 2022 SHOWCASE

Congratulations to our May 2022 graduates!**Leigh C. Alfieris**

Program: CMHC

Future Plans: Starting Residency at NeuroPsych in Fairfax, VA

Stephanie M. Avery

Program: CMHC

Future Plans: I'll be working at a group practice in Portland, Oregon

Farewell Words: This program has been such a transformative experience. Thank you to all the brilliant faculty and staff as well as my cohort!

Katherine S. Wendell

Program: CMHC

Future Plans: Completing her residency with Lakeview Psychotherapy in Virginia Beach, VA, where she is focusing on trauma and addictions outpatient care.

Dannica L. Conley

Program: CMHC

Future Plans: Resident in Counseling at Think Happy Live Healthy

Meghan A. Comaskey

Program: School Counseling

Future Plans: Starting as a School Counselor in Montgomery County

Words of Advice: Enjoy the journey through this program and know you are well prepared! Thank you to all my professors who have guided me and my cohort that has supported me!

Anika O. Criddle

Program: Couples, Marriage, & Family Counseling

Future Plans: Starting residency at a local private practice (still to be decided)!

Words of Advice: Trust your professors' insights--they trust you can do this, too.

Beth M. Loudon

Program: CMHC

Future Plans: Opening a Private Practice in Bellingham, WA

Words of Advice: The process is worth it. When imposter syndrome creeps in trust and remember the gift of presence.

CLASS OF 2022 SHOWCASE CONTINUED...

Karrah M. Dane

Program: School Counseling

Future Plans: Starting my career as a school counselor in either MD or VA

Words of Advice: Trust the process!

Vanessa Eaton

Program: School Counseling

Future Plans: Currently applying for jobs; I hope to work for a public elementary or middle school in Santa Cruz County (CA).

Words of Advice: Your hard work is already paying off for those in practicum and internship! And don't forget to get out of your comfort zone, so you can continue to make a difference in your students' lives.

Jennifer K. Ferrari

Program: CMHC Addictions

Future Plans: Starting Residency at the Farley Center in Williamsburg, VA

Words of Advice: Relax, you are doing great!

Rachel C. Galanda-Dissell

Program: School Counseling

Future Plans: I'll be taking a deep breath, a day off, and continuing the job search.

Words of Advice: My best advice is to connect with your peers, reach out to them for support.

Nicole L. Powell

Program: CMHC

Future Plans: Starting career as LPCA at Forsyth Family Counseling in Winston Salem, NC

Dalia Gladstein

Program: Couples, Marriage & Family Counseling

Future Plans: Residency at Virginia Family Therapy in Charlottesville

Words of Advice: Embrace the growing pains! This is a time where you are developing your skills and it's supposed to be uncomfortable. You'll continue to learn after this program but be proud of how much you were able to grow and adapt during this process!

Kaitlin J. Hinchey

Program: Counselor Education

Future Plans: Assistant professor at VCU

Words of Advice: Surround yourself with people that believe in you and care about your success, not just as a professional but as a person. And in those hard moments, ask for what you need from your community, but also ask others how you can help just as much!

Susan M. Haws

Program: School Counseling

Future Plans: Starting career as a School Counselor at Lucy Beckham High School in Mount Pleasant, SC

Words of Advice: Stay strong, and believe that you can handle the process. All that I have learned has changed me, and I have realized that the process of moving through it all has been just as important as achieving the end-point.

Jason C. Schultz

Program: Couples, Marriage & Family Counseling

Future Plans: To be determined

CLASS OF 2022 SHOWCASE CONTINUED...

Alysa R. Patti

Program: CMHC

Future Plans: Applying for Residency positions in Hampton Roads, Virginia

Farewell Words: My time at William and Mary has been both enjoyable and informative. Thank you to my family, friends, professors, and classmates that have supported my journey! My advice to future cohorts is to to have an open mind, enjoy the process, never be afraid to ask questions, and always be kind to yourself!

Samantha V. Steinfeld

Program: CMHC

Future Plans: I will transition from interning at The Imago Center in Washington, DC to working there full-time as a Licensed Graduate Professional Counselor (LGPC).

Farewell Words: I am so grateful to have gotten to build a network of support of new friends, colleagues, and mentors throughout my time here.

Camille R. Bumbera

Program: School Counseling

Future Plans: Applying to schools in Northern Virginia

Words of Advice: Believe in yourself! You're here for a reason :)

Seth P. Ungemach

Program: School Counseling

Future Plans: Ideally, replacing my supervisor who is retiring as a school counselor. But we'll see what the future holds!

Words of Advice: Stick with it, and look for opportunities to bond with your cohort-mates. They make this experience worth it!

Stephanie L. Shryock

Program: School Counseling

Future Plans: Starting career as a secondary school counselor in NC

Farewell Words: Thank you to all the William & Mary professors for an excellent experience. A special thank you to Dr. Pamela Harris. I found your feedback, encouragement, and knowledge so beneficial during this journey to become a school counselor.

Jerry L. Mize

Program: CMHC

Future Plans: Starting Residency Part-Time at Calming Wind Counseling Services while continuing my full-time faculty position with GMU

Cameron H. Joiner

Program: CMHC

We'd like to extend our appreciation to the soon-to-be graduates who submitted their plans and words of advice for this issue of *The Counseling Chronicle*! While this list does not capture the entirety of the May 2022 graduating class, our well wishes certainly extend to all. We hope that each of you will carry the Chi Sigma Iota values of professionalism and excellence with you into your next journeys. Best wishes from the Omega Mu chapter at W&M!

MASTER'S STUDENT SPOTLIGHT

Stefan Vasic: Reflecting on Meaningful Experiences as a W&M Student

Stefan is a second-year Master's student in the on-campus Military and Veterans Counseling Track. Graduating this May, Stefan shares his reflections on his time in the program, what he valued about his experiences, and what he'll miss most.

By Jenny Niles

Q: What have you most enjoyed about your time at William & Mary?

A: One of the things I really enjoyed was seeing everyone grow as counselors. I notice in class, case presentations, and even role plays the way everyone has grown as clinicians, both in their skills and in their professional identities.

Q: What did you find meaningful about being a member of Chi Sigma Iota?

A: Chi Sigma Iota has done a great job of bringing together resources for us and providing learning opportunities. With every presentation I've seen that's sponsored by Chi Sig, I've walked away with useful information, and questions to think about that help me grow as a counselor.

Q: How did your counselor identity grow during the program?

A: At the risk of sounding cheesy, a big part of my identity development as a counselor is becoming more comfortable with the idea that my identity will continue to grow indefinitely. I think with every new client I see there will be something unique about them that helps me grow. Less cheesy, I've come to a place where I don't feel pressure to provide solutions for all my clients' concerns. I believe they are capable of that themselves, and I'm here to help in a way that honors that.

Q: What will you miss most about the William & Mary program?

A: The very first thing that comes to mind is my cohort. I think we are all great and I'll miss seeing everyone a few times a week! We started our counseling journeys under unusual circumstances and despite that still completed this fast-paced program. I think it takes a special group to do that.



ALUMNI SPOTLIGHT

Dr. Leila Warraich: The Transition from Doctoral Student to Faculty Member

An interview with Leila Warraich, a May 2021 graduate of the Counselor Education program and a current Adjunct Faculty Member at Tarleton State University and William & Mary.

By Aishwarya Nambiar

What do you enjoy most about being a faculty member?

My most enjoyable aspect of being a faculty member is working with students. I really enjoyed that element even when I was a doctoral student, but there's something special about being the faculty member who is teaching them, having conversations with them, guiding their growth and development. The ability to see students grow and learn and change is really a wonderful aspect of the job. And it just feels like an honor to be a part of that journey.



What has been the biggest challenge for you as you transitioned from the Ph.D program to faculty life?

I think the third year of the doctoral program starts to prepare you for being more independent, but that is still something I am learning in my transition. Your schedule is really your own and so that also means being responsible for where you want to spend your time. Early on in my doctoral studies I felt like I had a lot of responsibilities and time commitments. I still have those responsibilities and time commitments, but it's a lot more on my own schedule. Thus, I have to make sure that I am prioritizing what's most important since it's really up to me to decide.

What is something you wish you had known prior to entering faculty life?

I do feel like my training has prepared me well for faculty life. I was fortunate to have many experiences teaching, supervising, and doing research, so I feel good about entering faculty life. That being said, I wish perhaps I could have taught a course fully on my own because there's just a lot more that goes into it that I learned once I became a faculty member. But I still feel prepared and excited about the classes I'm teaching now.

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What have you learned so far about yourself as a faculty member?

I've learned that I have a lot more strength as a faculty member than I realized. I'm learning how to be flexible and adapt well to meet all the needs of all different types of students. I think I still have a long way to go, and experience will teach me that, but I feel open to learning and excited to keep growing. I have also learned that no amount of training can prepare you for all the types of concerns you may encounter, but instead using your tools and skills and collaborating with other faculty members is going to lend to a positive experience.

What did the doctoral program teach you that has been useful for you in navigating being a faculty member?

I think the doctoral program taught me a lot of wonderful things that have just made my experience easy. For example, I got to teach in many different modalities as a lead instructor or a TA, online or in-person; and those experiences just made it a smoother transition. I also feel like the professional performance review (PPR) process, and the transparency that doctoral students have in being part of that, really prepared me well to be able to consider my role as a gatekeeper in our profession as well.

"...often we have a lot of expectations for ourselves and pressure on ourselves to be perfect or not make any mistakes and yet as scholars we are learners for life."

If you had to choose one song that best describes what life is currently like as a faculty member, what would it be?

I would choose Adele's new single "Easy On Me," not because I feel pressure from anyone, but more for myself to go easy on myself as I am just a 'child' in the faculty game. I think often we have a lot of expectations for ourselves and pressure on ourselves to be perfect or not make any mistakes, and yet as scholars we are learners for life. So just because I graduated does not mean I am still not a student!

What is one piece of advice you would give to students who are entering faculty life?

My one main piece of advice would be that it can feel overwhelming to consider all the responsibilities one may have as a faculty member but to trust that you are receiving some of the best training that will prepare you for the job. Coming from W&M and receiving the knowledge, opportunities, and training I did, I feel fortunate. Just remember to trust the process and know you will be ready when the time comes.

FIELDWORK CORNER

Next Stop: Residency

Anika Criddle '22 reflects on her internship experience at the Flanagan Counselor Education Clinic and shares insight into her current search for a residency position.

By Haley Latta

How has your internship experience at the Flanagan Counselor Education Clinic (FCEC) impacted your development in this field?

Counseling families brings layers of complexity, and I have felt truly grateful for my experience learning how to counsel families through the FCEC. From our initial daunting live supervision to our more time-intensive and complex caseloads this spring, our cohort has felt supported by our clinic directors, supervisors, and professors. Any moment a family is willing to show up to session and open their family circle to me feels raw and magical, and I will always remember these formative days.



What resources have been the most helpful in facilitating your growth as a counselor?

Drawing on the collective wisdom and instruction from our counseling professors has been hugely influential in my growth as a counselor. I made a note of any book or resource they recommended during class, and I have been working to access and read through the list ever since. Additionally, Dr. Lisa Query, my practicum supervisor, introduced me to Emotion- Focused Family Therapy EFFT resources: live trainings, books, and recorded webinars from mentalhealthfoundation.ca that have been invaluable.

What is important to you when searching for a residency position? For what are you hoping during these next two to three years of your career?

I am looking to work for a private practice where I can practice a combination of individual, couple, and family counseling. Because most of my work to this point has been with counseling families, I want to have more training in couples counseling to have a better sense as to where I want to focus my energy when I am fully licensed. I am at a life stage where I have a good sense of my own (and my family's) practical and emotional constraints related to my working, and so I am trying to find a fit that "resonates" where I can continue to grow in my development as a counselor and train in EFFT related modalities.

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If you could speak with your first-year student self, what would you want her to know about your current professional identity as a counselor?

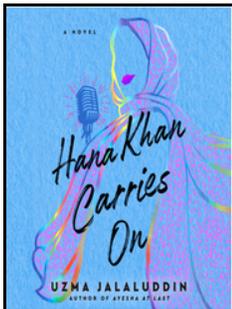
I would want her to know that she can trust she is taking the right steps to move forward, and that this profession is even a better fit for her than she had imagined.

As a counselor, how do you incorporate gentle self-care into your habits? What is important to you when thinking about self-care?

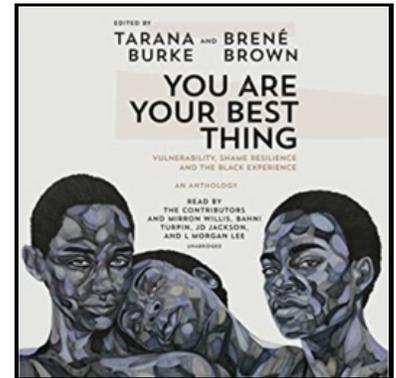
First, I love the term gentle self-care! It speaks to the need for us to be present and kind to ourselves with the same care and attention we both give and want for our clients. The simple act of filling a glass with ice water to drink between sessions has been almost a mindfulness practice for me—it helps me feel present and renewed. When we began virtual classes, every member of my family was home “Zooming” from a different room in our house; during our short class breaks, I would to run and check on my first grader, flip a load of laundry, and then take a moment to fill my glass of water before rejoining my class! Generally, I try to conceptualize self-care along the lines of development and growth, so taking classes, reading assigned readings, and counseling families have really been part of my understanding of self-care all along.

LITERATURE CORNER

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

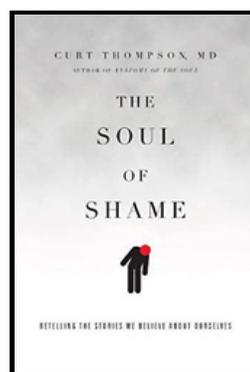


Hana Khan Carries On by Uzma Jalaluddin | "This wonderful book felt like a warm hug, while still offering nuanced and powerful conversations around family obligations, immigrant experiences, Islamophobia, and feminism. This is one of the rare books that will actually make you both laugh and cry, and will have you cheering for the main character throughout the story!" -**Kate Bowser, 2nd year School Counseling**



You Are Your Best Thing by Tarana Burke and Brené Brown | "A beautiful, illuminating collection of essays that give a glimpse into the Black experience of shame and vulnerability. I appreciated the unique voices and experiences represented throughout." -**Rebecca Richardson, 3rd year School Counseling**

The Soul of Shame: Retelling the Stories We Believe About Ourselves by Curt Thompson | "Part of the struggle with aging is dealing with regret and, at times, shame. Thompson approaches the topic from a neurobiological, theological, and therapeutic lens. Working through shame in a holistic way is important for anyone who hopes to help people through their trauma and shame." -**Lucas Bishop, 1st year CMFC**



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

OMEGA MU UPDATES

Reflecting on the Spring Semester Events

By Kristal Cherry

This semester, we were thrilled to continue our Speaker Series with our very own Dr. Esther Benoit, Ph.D, LPC, ACS, NCC, W&M Adjunct Faculty Member and owner of Benoit Counseling and Consulting, LLC. During this Series, students had the opportunity to learn more about the realities of graduating and what this looks like in the counseling field. Dr. Benoit spoke to the various paths that can be taken upon degree completion, such as residency settings, counselor education, and licensure.

In our field, advocacy is not just a part of the job; it shapes who we are as counselors. It is important that with the positions we hold we are doing our part to advocate for those in need. As a testament to not just "talk the talk" but to "walk the walk," the Omega Mu chapter has partnered with the Loveland Foundation as a part of our fundraising campaign for the second year in a row. The Loveland Foundation helps to provide financial support to Black women and girls in an effort to create equal access to quality mental health services. They work tirelessly to address the barriers that keep people of color from accessing quality mental health services.



Dr. Esther Benoit



We also want to extend a warm welcome our new members! Earlier this spring, we were honored to initiate 121 new members into the Omega Mu Chapter of Chi Sigma Iota.

Members of this Counseling Academic and Professional Honor Society are committed to maintaining high standards of professional competence and service. We are excited to see how each of our new members will carry our organizational goals and commitments into their unique counseling experience.

Finally, Omega Mu held its first Graduate Debriefing Forum for Online Counseling students completing their programs in May, August, or December 2022. This event was created and facilitated by our Online Liaisons, Jerry Mize and Kristal Cherry, and intended to meet the needs of online students who sought closure at the end of their program. Attendees were provided with an opportunity to gather with their cohort of peers to reflect on time spent in the program, and share what's next on their journeys. We hope you enjoyed the event!

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Thank you!

Thank you to everyone who contributed articles to the second issue of the academic year!

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 editions, please email chisigmaiota@email.wm.edu for more information.

Newsletter Editorial Team

Rebecca Richardson

Kristal Cherry

Haley Latta

Allison Dukes

Jerry Mize

Jenny Niles

Dr. Spencer Niles

Congratulations to our May graduates! We wish you health, happiness, and success as you embark on a new journey!