

NEIU CESA-CES Newsletter

Volume 8, Issue 4

April 2017

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Upcoming CESA-CES Events

CESA-CES Meeting
April 24, 2017
6:00 – 7:00PM, SU 217

Licensure Workshop
April 25, 2017
6:00 – 7:00PM, SU 215

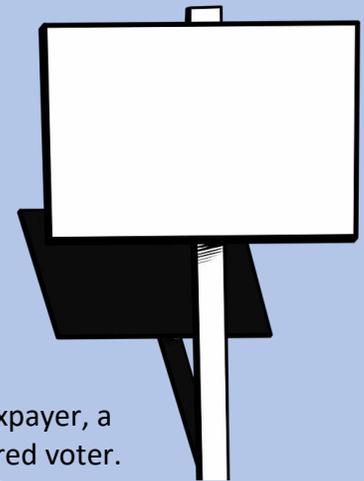
CESA-CES Meeting
May 22, 2017
6:00 – 7:00PM, SU 217

Reach Out and Touch Someone, Preferably a State Legislator

Dr. Laura Tejada, NEIU Professor

The budget impasse in the state of Illinois is uncharted territory for us all, including our politicians. It makes sense that we are uneasy about what the future holds. But one thing that is clear to me is that students in our programs are reluctant to contact their legislators to ask them to work toward compromise on the budget. I hear so many of you say that you think this will not do any good. I used to feel the same way, but no more. Here's why.

As a doctoral student living in the swing state of Ohio, I learned that the voice of each voter and taxpayer really does matter, including that of graduate students. In the eyes of my local and state politicians, I was not "just a student." I was a taxpayer, a homeowner, and a registered voter. Thus, my opinion mattered to incumbents and candidates alike. Would they vote the way I wanted them to? Maybe, maybe not, but they did want to hear what I had to say, even when I did not volunteer to put their election sign in my front lawn.



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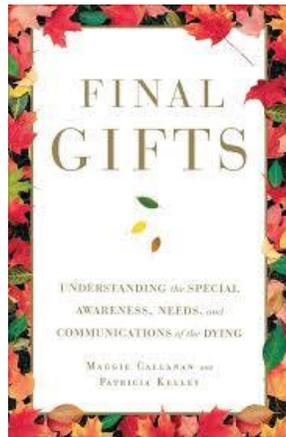
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The Book Nook

Aleksandra Kapustka, Current Student

Final Gifts: Understanding the Special Awareness, Needs, and Communications of the Dying by Maggie Callanan and Patricia Kelley

This book is based on the experience of two hospice nurses who have supported patients at the end of life and listening to their needs. The authors cite a phenomenon called “Nearing Death Awareness,” where patients float between the living world and death. This book voices what the patients are aware of going in and out of this consciousness, along with practical advice for family members and caregivers on how to recognize the needs of a dying person to give the patients closure.



Get Involved with CESA Today!

- Send us an email at neiucesa@gmail.com
- Sign up for our [Facebook Group](#)
- Visit our [website](#)

Come to our next CESA-CES meeting!
April 24 @ 6:00PM in SU 217

(Reach Out and Touch Someone, Preferably a State Legislator Continued)

It wasn't just PhD stuff I learned in Akron, Ohio. I learned elected city and county judges have a great deal of impact on what happens to our clients, especially juveniles and mandated clients. During some significant zoning issues in my neighborhood, I discovered that local elected officials, from city council members to water commissioner, make decisions that literally hit me where I live. I learned that state legislators **DO** care what I have to say. And more important to you, I learned that state legislators care what **YOU** have to say.

You can sit and angst about what the budget/no budget will bring, or you can email, call, tweet, Facebook it, or heck—go retro and write a letter! Contacting your legislator to ask them to work toward compromise on the budget is easier than writing a class assignment. Give it a go. It matters at least as much as that next assignment does.

Not sure who your district representative is?

Click [Find Your Representative](#) and type in your zip code to find out!

Not sure who your Ward and Alderman are?

Click [here](#) and find a list of all 50 wards and elected Aldermen

Click [here](#) to find contact information for our Illinois Senators



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Upcoming Conferences

ISCA Annual Conference 2017

April 21, 2017
Illinois School Counseling
Association
Rosemont, Illinois

IAMC Conference

*"Communities in Crisis: Impact of Caring
for Diverse Populations"*

May 5, 2017
Illinois Association for Multicultural
Counseling
Chicago, Illinois

ASCA Annual Conference

July 8 – 10, 2017
American School Counseling
Association
Denver, Colorado

A Workshop with Dr. Steven Hayes the ACT Guru

John E. Coumbe-Lilley, Current Student

Dr. Steven Hayes led a session for approximately 200 people on Acceptance Commitment Therapy (ACT) on the first day of the recent Illinois Mental Health Counseling Association (IMHCA) Annual Conference in Northbrook, Illinois. As a newbie to the NEIU counseling program and having heard a little bit about ACT, I thought it might be fun to spend a day learning more from the guy who wrote the book: *Get Out of Your Head and Into Your Life*.

Dr. Hayes led us through the basis of the ACT model (defining each element with supporting evidence) and provided anecdotes from the breath of his research and practice. We practiced a couple of "Christmas Tree" exercises. A new term to me which means an experience which yields lots of different kinds of learning related to whatever you are trying to teach. While there were moments of fogginess in the presentation, I left for lunch feeling intrigued and wondering how I might apply what I learned. Little did I know that the afternoon would be a showcase of various approaches to using ACT to help different clients face different kinds of challenges: Dr. Hayes' "Greatest Hits". The final hour was a live demonstration of ACT by Dr. Hayes with a willing self-selected audience member. While I could not judge the efficacy of what I witnessed, I was glad to have observed how Dr. Hayes applied ACT.

Overall, it was a satisfying experience not only learning from Dr. Hayes, but also from counseling professionals around my table. For the time, money, and travel, it was a good investment. I recommend it!

Upcoming Conferences

AFTA 2017 Annual Conference

May 31 – June 3, 2017
American Family Therapy Academy
Philadelphia, PA

AMHCA Conference

*"Innovate and Advocate: Pathways to
Clinical Excellence"*

July 27 – 29, 2017
American Mental Health Counselor
Association
Washington DC

IEATA Conference

October 4 – 8, 2017
International Expressive Arts
Therapy Association
Winnipeg, Manitoba, Canada

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We repeat what we don't repair.

- Christine Langley-Obaugh

Grief Work: Outside of Physical Death

Aleksandra Kapustka, Current Student

I had the opportunity to attend the 6th Annual Human Service Conferences at Harper College focusing on *resilience*. Out of the four sessions that I attended, the one that stuck with me the most was my last one: "Cultivating Resilience in Grief Work." For me, I have never taken coursework in grief counseling and, to be honest, I have not been comfortable with the idea of death. However, this session made me reevaluate my idea of **loss**. I think it is important to note that grief work revolves around the idea of loss and how one copes with the distress of that transitional period.

Rita Rippentrop, presenter and Executive Director of Barrington Youth & Family Services, uses the idea of losing someone to Alzheimer's as an example of grieving someone who is still physically on earth and an example of something called: anticipated death. **It is grieving for the living.** But, how does that work? It is the severing of a relationship (within our control or not), the change of the person you once knew, it is the social disconnection....

Now, if one thinks about this along those lines, we are all doing grief work as counselors—even if we do not identify as grief counselors. Sometimes, people say they are mourning a romantic relationship ending. What of the cancer patients, could they mourn the loss of their health or independence?

Interested in writing in article for this newsletter?

Contact Aleksandra Kapustka (akapustk@neiu.edu)

What about people who have lost a limb(s)? What of the survivors of assault?* I have heard people say that they are/were mourning the loss of the election. Does mourning apply to these cases? Is it grief because it involves loss? The denial, anger, feelings of helplessness and vulnerability, depression, and maybe even acceptance. Do these examples verify that grief does not only stem from losing someone physically?

I believe the key is to not equate grief counselling to physical death, but the experience of any significant loss. It is our job to support a person process in finding equilibrium after an influencing shift/transition. Grief counseling ≠ only physical death.

**I came across an [entry](#) from the Victim Service Center of Central Florida entitled: "Grieving Sexual Assault: Applying Grief to*

Trends in Counseling

Some things have been trending and some are just coming to the surface

- Mindfulness Practices
- Fostering Resilience
- Creative Arts/Expressive Arts
- Online Therapy
- Virtual Ritual
- Counseling Apps

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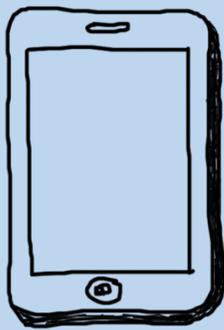
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Resistance with Reason

By Allison Wadleigh, Current Student

As I recently sat studying in a Starbucks, I noticed a strange occurrence. A father and pre-teen daughter sat down with drinks in hand. I imagined they would talk during their parent-child bonding date. Then, immediately both had their phones in hands, followed by a long void of silence...

A new term, "Digital immigrants," acutely illustrates just how uncharted this virtual territory is that we are discovering. A recent UCLA study found we are actually addicted to our screens, especially to our social media lives (Payton, 2016). So, as a future school counselor, I am genuinely concerned about the effects of this tech-saturated society on Generation Z. I ask myself, what will we do as counselors to address the resulting challenges ahead? However, not everyone is concerned.



Like most workplaces, the web and social media have been fully embraced. Educational and therapeutic settings are no different. Many view new technological advances as extremely useful tools for in-session counselor support: quicker connections with therapists using video chatting or texting, along with therapeutic apps (i.e. "Breathing2Relax"). Counselors can utilize their iPads to teach kids about cyber bullying or assist with interactive storytelling. *For School Counselors, Technology Enhances the Human Touch* is an article presenting technology as a supplement to counseling children and chides counselors for being "resistant" to it. Albeit this article was written five years ago, the attitude still holds true. The piece mentions one app in particular that can help children process difficult experiences. It's called "Puppet Pals," where a child "can write a story, make characters, and move them around" (Pierce, 2012). But according to pediatrician and researcher, Demitri Christokis, "Children under the age of five are now watching an average of 4 and half hours screen time a day, more than 40 percent of their waking hours" (Christokis, 2015). As counselors, should we continue to *add* minutes to these hours? Or would using real puppets, while interacting with our clients, be more beneficial than handing them an iPad? The evidence clearly suggests yes, it would.

Psychiatrist, Dr. Dan Siegel, has presented us with a large foundation of interdisciplinary research, founding the idea of "mindsight," a framework to scientifically bring the concepts of self-insight, empathy, and integration together (Siegel, 2013). Siegel has found that "focused attention allows us to see the internal workings of our own minds. It helps us get ourselves off of the autopilot of ingrained behaviors and habitual responses" (Siegel, 2010). But it appears that the more television or screen time a young person has, in most cases, the more *inattentive* they become due to overstimulation (Christokis, 2015).

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(Continuation of Resistance with Reason)

It has been found that when a child watched fast paced entertainment programs (i.e. "Powerpuff Girl movie"), an increase was seen in the child's risk of attention problems by 60%. The more violent programs increased the risk by 100% (Christokis, 2015). Knowing many young children are spending 40% of their days with programs that result in inattention, it will be our job as current and future counselors to help mitigate these issues. But inattention is not the only problem we are already facing with this young generation.



There is already evidence of more educational and health implications of increased screen time. Dr. Mary Aiken, in her book *The Cyber Effect*, explains the recent observations by British teachers who report an increasing number of young children entering kindergarten with developmental delays. The Association of Teachers and Lecturers reported delays in attention span, dexterity, fine motor skills, speaking and socialization, along with higher rates of aggressive or anti-social behavior, tiredness, and obesity in preschool-age children, all associated with "pervasive tablet use." (p.107) It seems some new challenges for counselors will be to help our child clients or students learn how to socialize, regulate emotions, and develop a healthier relationship with screens, which includes setting boundaries. At the same time, we can also provide parents with information and resources regarding screen time moderation, importance of social interaction, controlling screen accessibility, and providing active monitoring of a child's video content. Spending more time face-to-face with young people, being present and actively listening, can help to focus our own attention, that of our clients, and will ultimately assist them with neural integration, as Dan Siegel would agree, something an iPad cannot do.

After about ten minutes into the daddy-daughter "bonding" at Starbucks, the daughter put her phone away, looked up at her father, whose eyes were locked to his screen. Seeming disappointed, she sipped her drink and looked around, as if alone. As counselors, if we begin replacing face-to-face time with just another screen, we are not solving anyone's problem; we are simply becoming part of it

Answers for Last Edition's Word Scramble: Types of Therapy

- | | | |
|-------------------------|---------------------------------|--------------------------|
| 1. Reality | 7. Person-centered | 13. Dialectical behavior |
| 2. Gestalt | 8. Solution-focused/ Brief | 14. Bibliotherapy |
| 3. Cognitive Behavioral | 9. Play | 15. Expressive |
| 4. Behavioral | 10. Rational-emotion behavioral | 16. Narrative |
| 5. Psychoanalytic | 11. Acceptance & Commitment | 17. Interpersonal |
| 6. Existential | 12. Solution-focused/ Brief | |

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Wanted Mentors

CEMP is looking for new mentors for the 2016-2017 school year. The NEIU Counselor Education Mentorship Program (CEMP) focuses on pairing first-year students with advanced students who can provide guidance and support as you begin your journey in the Counselor Education Program. We hope to start making connections before FALL 2017 semester starts.

If you are interested in becoming a mentor, please contact Aleksandra Kapustka at akapustk@neiu.edu

CESA Alumni Panel

May 23, 2017 @ 6:00PM
NEIU, Room: TBA

The NEIU Counselor Education Student Association (CESA) is holding an alumni panel featuring who graduated from the program and are applying their counseling skills inside and outside of what might be considered traditional counseling settings. Some questions that we hope to cover:

- How did the program help prepare you for your job?
- What is the best piece of advice you have for current students?

Considering a Doctoral Degree?

[Leslie Contos](#), LPC, NCC, NEIU Alumni

I graduated from the NEIU counseling program the summer of 2016 and went right into the Governor's State University doctoral program in the fall of 2016. I thought I would share a bit about the experience for those of you who are considering a similar path.

A master's level degree is all you need to work as a licensed counselor. If you are considering your doctoral degree to work as a professor or leader in the field, you will want to begin by determining whether you want to align with **psychology or counseling** which are two distinct fields. Psychologists have additional training to provide testing services to clients, and traditionally have a stronger research focus. The psychology orientation is more of a medical model, and the standard accrediting body is the American Psychological Association (APA). The length and expense of training required means that you will typically receive a higher per hour rate as a psychologist than as a counselor. There are multiple options within the field of psychology, such as PsyD, PhD, EdD, in multiple tracks such as clinical, industrial, sports, and educational psychology. Keep in mind that while your master's counseling degree may make you a more desirable candidate and give you a way to earn money, it typically will not count towards the psychology doctoral degree requirements. It is also important to know that you cannot serve as core faculty of a CACREP counseling program with a psychology degree. [Search APA accredited programs.](#)

For my own values and goals, a degree in Counselor Education and Supervision was the best fit. The field of counseling works on the wellness model which I prefer, and my long-term goal is to run a nonprofit and provide quality supervision and training to other counselors, and perhaps to pick up some adjunct teaching.

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(Considering a Doctoral Degree? Continued)

Counseling is a rapidly growing profession and CACREP accreditation is gaining increasing importance. You must have a doctoral degree from a CACREP program to be core faculty in a CACREP program, so if you are interested in a doctoral degree in the counselor education field make sure it has that accreditation. Your master's counseling degree counts towards the doctoral degree, and is the requirement to enter the doctoral program. Programs offer assistantships to help cover costs, but keep in mind that you can probably earn as much per hour with your counseling license. I needed to stay in Chicago, but for those of you willing to move locations, you can [search CACREP accredited programs](#) across the country.

For me, the decision was a no-brainer. Governor's State provided me a CACREP accredited doctoral degree for a fraction of the cost and a lighter class load. Most importantly, just as with NEIU, when I had the opportunity to talk with students and faculty from the program the fit just felt "right." The application process for the GSU program included transcripts, GRE scores, applications to both the university and the department, recommendations, and a group interview. If you plan to go on for your doctoral degree, start seeking the advice of your professors at NEIU, and asking if they would be willing to write recommendations for you. I am forever thankful for the recommendations received from Dr. Schwarzbaum, Dr. Tejada, and Dr. Chen to support my application.

My GSU doctoral cohort consists of six students (including fellow NEIU alumni, Nicole Zook) and we are extremely supportive of each other. There is a jump in academic rigor like the one experienced from bachelors to master's level courses. Organization of time becomes key because there is so much to do and multiple moving pieces. The coursework is similar to the master's level, except it is approached from the stance of teaching the content to counselors rather than learning the content to provide counseling. I am just finishing up spring semester of my first year, and it is exciting for me to realize that one year from now, all I will have left to do is my dissertation and doctoral internship. The doctoral internship will be a tailored combination of teaching, supervising, and counseling. The dissertation is something I am already working on as I shape course assignments such as literature reviews or interviews around my dissertation theme so that I have some of the groundwork done when I start my dissertation work.

If you choose to go on for your doctoral degree, be prepared for continued self-growth. At NEIU I pushed myself further in my areas of strength, at GSU I am pushing myself in my areas of weakness, which is the harder challenge for me. It is amazing to be surrounded by classmates who care and are working as hard as I am. The program has school, mental health, and family counselors; some have worked in the field for years while others are new professionals. I am continually impressed by the combination of high expectations and generosity of time and spirit offered by course faculty, and feel I am exactly where I am supposed to be.

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(Considering a Doctoral Degree? Continued)

I wish you similar success as you evaluate your future possibilities. Think about what you want to do in your future, and which degree and field will provide the best support. Assess departmental culture, cost, length of program, and seek out ways to talk to students and faculty in those programs to get a stronger idea of what to expect. Most importantly, believe in yourself! If I can do it, you can do it!

The current CACREP doctoral Counselor Education programs in Northern Illinois are:

	Accreditation	Program	Credit Hours	Total (excluding fees and cost of textbooks)
Argosy University	In process	EdD	60-hour program x \$995/credit hour	\$59,700
Governor's State University	Until 2022	EdD	48-hour program x \$353/credit hour	\$16,944
Northern Illinois University	Until 2019	PhD	75-hour program x \$494/credit hour	\$37,050

CES Corner

Chi Epsilon Sigma, chapter of Chi Sigma Iota



A warm round of applause and congratulations to the newest members of CES!

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CSI Webinars

- ❖ **Counselor Community Engagement in Action: From Idea to Follow-Through**
Friday, April 21, 2017
2:00-3:00 PM EDT
View [Registration](#)
- ❖ **Psychopharmacology from a Multicultural Perspective: Addressing Cultural Bias, Stigma, and Medication Use in Diverse Populations**
Wednesday, April 26, 2017
2:00-3:00 PM EDT
View [Registration](#)

Chi Sigma Iota (CSI)

CSI is a national honor society, which serves Counselor Education students. There are various benefits to becoming a member, including free online webinars, indication of academic excellence on resume, *Journal of Counselor Leadership and Advocacy* subscription, and a chance at scholarships.

In order to be eligible for NEIU's very own chapter, Chi Epsilon Sigma (CES), Counselor Education students must have completed a minimum of 9 credit hours and have a cumulative GPA of 3.5 or higher.

Professional Books & Reviews

As a member, you also have access to book recommendations and reviews on those books—giving you a chance to exploring what is out there for the counseling field and gathering information before adding books to your collection.

The CSI website consists of 3 major review forums:

- ❖ Counselor's Bookshelf
- ❖ Books That Help Me Become a Better Counselor
- ❖ Bibliotherapy (for all ages)

Click [here](#) to find more about resources available to members of Chi Sigma Iota!

FYI: Career Center

CSI has a Career Center where you can find resources to help in the job search process. They have examples of cover letter (from each concentration), tips on how to write a CV or resume, and networking tips/tricks.

CSI also posts job openings and you can even get notifications through CSI on new postings too!

You can narrow your job search to specific states (i.e., Illinois) or search nationwide for a counseling job if you are willing to relocate!

Interested in becoming a CES member?
Contact neiucesa@gmail.com

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I J F E J S M L M M L G A C N Z P J M H A A I U Q X S Q D E
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| 1. Acceptance | 8. Assimilation | 14. Intervention | 21. Regression |
| 2. Accountability | 9. Attachment | 15. Introspection | 22. Regrouping |
| 3. Acculturation | 10. Confrontation | 16. Locus of Control | 23. Repression |
| 4. Adaptability | 11. Denial | 17. Mindfulness | 24. Resilience |
| 5. Adversity | 12. Dissonance | 18. Perspective | 25. Restorative |
| 6. Advocacy | 13. identity | 19. Pressure | 26. Trauma |
| 7. Appropriation | | 20. Rationalization | |

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