

# NEIU CESA-CES Newsletter

Volume 8, Issue 3

February 2017

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## Upcoming CESA-CES Events

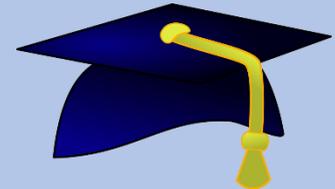
*CESA-CES Meeting*  
March 6, 2017  
6:00 – 7:00PM, SU 217

*Chi Sigma Iota Induction*  
March 28, 2017  
6:00 – 7:00PM, SU 215

*CESA-CES Meeting*  
April 3, 2017  
6:00 – 7:00PM, SU 217

## Are you graduating or are you *graduating?*

I don't know how many times I had to stop a conversation to figure out what part of graduating we were talking about. Do you mean commencement where you walk across that stage or the paperwork of graduating?



Most of us will have our last semester in June, which means the closest month of degree completion is **August**. So far away! But, in order to get that diploma you must complete this [application](#) and bring it to the Graduate Records Office (D-101D) by **April 1<sup>st</sup>**.

Click [here](#) to check out how to apply for graduation, filing deadlines, and commencement.

Now, if you always imagined yourself walking across that stage with your family and friends cheering— you are eligible to participate in the December Commencement Ceremony.

However, if you cannot wait and want something exclusively for graduate students, the College of Graduate Studies and Research is hosting a [Graduate Hooding Ceremony](#) on Thursday, April 20, 2017. You **MUST** purchase regalia by February 23, 2017 at the bookstore.



**If you are interested in attending this event, you must send your name and student ID# to Dona M. Wisniewski, [d-wisniewski@neiu.edu](mailto:d-wisniewski@neiu.edu), by February 20<sup>th</sup>.**

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**“Today you are you, that is truer than true. There is no one alive who is Youer than YOU!” - Dr. Seuss**

## **You! Yes, YOU, You Counselor Ed Student, You!**

By Dr. Laura Tejada (NEIU Counselor Education Professor)

*Prospective students who want to know more about the Counselor Education programs at NEIU often ask what a “typical” student in our programs is like.*

As you all know, you’re a diverse bunch, and there’s no one answer to this question. For those of you who have had me in class know that a question like this one is “bait” for me to launch into a few war stories. (I am getting more and more like my grandfather! This is good and bad, but belongs in another article.) I have to deny myself the satisfaction of telling potential applicants a good story or two about our students. These recruiting conversations are about marketing, not parables.

But, if I could tell a few stories, here’s a sampling of what I might tell prospective students about you current Counselor Education students:

- You are the ones that go with a classmate to their doctor’s office and support them while they wait some scary test results.
- You are the ones who organize an informal network of parents, sharing baby clothes and all the other things.
- You are the ones who literally go well out of your way to take a classmate (or two) home on cold nights so they don’t have to wait for the bus.
- You are the ones that make sure that your classmates who are a long way from home are not alone during the holidays.
- You are the ones who wait in your cars after class until all your classmates are also in their cars. You continue to wait until you see that their cars start up. Incidentally, you do that for your instructors, too. Yes, I saw you, and thank you.
- You are the ones who loan money without a second thought to the classmate who forgot their dinner, so they can eat for the first time since breakfast.
- You are the ones who show classmates who are new to Chicago winters what to look for in cold-weather gear (coats, boots, etc.) and help them find items that are worth the money.
- You are the ones who volunteer to care for your classmate’s sick child for a couple of hours, so the exhausted parent can get a short nap in before class.
- You are the ones who take the time to learn from each other, especially those who might not share your worldviews. You challenge me to do the same.

What you might not know is that you are part of what makes this such an amazing program. You give me hope for the future. **Thank you for that.**

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## Upcoming Conferences

### *Illinois Association for Play Therapy 2017 Conference*

February 23 & 24 2017  
Association for Play Therapy - Illinois  
Itasca, IL

### *2017 IMHCA Annual Conference*

March 10-12, 2017  
Illinois Mental Health Counseling  
Association (IMHCA)  
Northbrook, IL

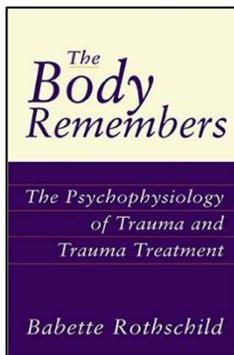
### *ACA 2017 Conference & Expo*

March 16-19, 2017  
American Counseling  
Association  
San Francisco, CA

## Book Recommendation

"The Body Remembers: The Psychophysiology of  
Trauma and Trauma Treatment"

By Babette Rothschild



This illustrates the physiological impact that trauma leaves on the body and the somatic memories that all humans carry with them. Until recently, trauma was thought to be housed in the implicit memory. Yet, it is not just the mind reacts. This book includes case studies that integrate both mind and body (i.e., somatic techniques) in the treatment of PTSD and how physiological responses manifest during stressful events or times.

## Building the Rolodex

By Galina Lipkin (Current NEIU Student)

### Philome

- A self-care resource with a survey that results in suggestions of how to take care of yourself and help alleviate discomfort

### CareConnectUSA

- A gold mine for financial help. Resources to questions about child support, debt collection, finding cheap prescriptions, and a handy list of hotlines for various concerns.

### HealthFinder

- A collection of resources for finding healthcare and healthcare providers in your area. (Includes: health education tools and preventative screening guides)

## Upcoming Conferences

### *ICA's 7<sup>th</sup> Annual Southern Conference "Town and Country Counseling"*

March 24, 2017  
Illinois Counseling Association  
Collinsville, IL

### *2017 IAMFT Annual Conference*

April 6 – 8, 2017  
American Marriage and Family  
Therapy – Illinois Division  
Naperville, IL

### *2017 ISCA Annual Conference "The Power of Counselor Connections"*

April 7, 2017  
Illinois School Counseling Association  
Bloomington, IL

# NEIU CESA-CES Newsletter

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## International Counseling

By Leslie Contos, LPC, NCC (NEIU Alumni)

I recently had the privilege of participating in a counseling study abroad and presentation opportunity in Thailand. I am excited to share some of what I learned about international counseling and encourage you to consider it in your own future.

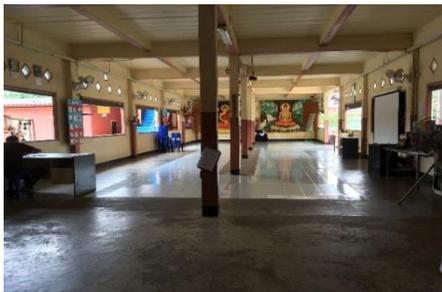


Figure 1: Addictions Center, Thailand 1

Our group visited a university counseling lab, residential addictions facility, and hospital adolescent psychiatric program, and observed how the culture of the country (Thailand is 85% Buddhist) helped shape the form that counseling takes there. One of the highlights of the trip was cross-cultural sharing with students and faculty in a Thai graduate counseling program on topics such as LGBT, grief, and anxiety. Creating mental health training modules for students and faculty of multiple programs within the university was an academic challenge that involved tailoring counseling knowledge with multicultural competence. I had to rethink the simplest assumptions such as what color PPT slides would reflect grief in Thai culture.



[continued]

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If you are interested in both counseling and travel, it may interest you to know that in many countries, counseling is an emerging field with opportunities for service work to advance the profession. NBCC has an international division (<http://www.nbccinternational.org>) advancing counseling standards globally, and they often offer international trips such as an upcoming trip in March to participate in a Ugandan Mental Health Summit. American Counseling Association members may want to consider joining the International Interest Network in the ACA Communities forum. Study abroad or even internships combining counseling and overseas travel are available if you take time to search them out. Applying for a Fulbright scholarship might even make sense if you have hopes of doing paid research in another country (<http://us.fulbrightonline.org/about/types-of-awards/study-research>).



Figure 3: Monks along River, Thailand

\*Figure 2: Counseling Lab in Burapha University

### Get Involved with CESA Today!

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

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

Interested in writing an article for this newsletter?

Contact Aleksandra Kapustka ([akapustk@neiu.edu](mailto:akapustk@neiu.edu))

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## International Opportunities

By Leslie Contos, LPC, NCC (NEIU Alumni)

Other opportunities for international counseling may be found through...

- [Health Care Workers Overseas](#)
- [Global Crossroads](#)

Once you are independently licensed you may want to consider volunteering for...

- [Doctors Without Borders](#)

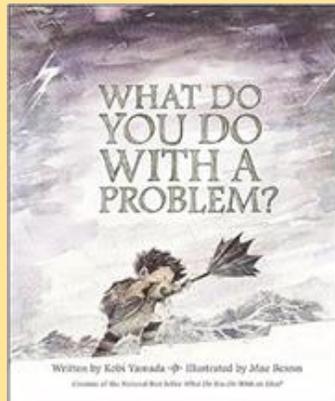
The idea of international counseling was a new one for me this year, and it challenged me to think about our profession on a global level. I hope these articles encourage you to consider your own potential experiences overseas.

## Bibliotherapy

“Who Do You Do with a Problem?”

By Kobi Yamada & Mae Besom

This book is based on a boy who doesn't know what to do with a problem. The more the boy ignored the problem—the bigger the problem became. Written for ages 5 to 8 with a simple message, “You can't ignore or run away from your problems,” this book



be used as a guide to explore new and appropriate coping behavior. How do you tackle a problem rather than running away? Who could you talk to for help?

I think my favorite feature of the book is the color changes. The longer the boy avoided his problem, the grayer the book became. Once the boy decided to act, the book grew more bright and yellow.

## What is a Hooding Ceremony?

By Dr. Laura Tejada

A hooding ceremony is an opportunity for universities to honor their Master's level graduates in a more personal way than is possible at a larger commencement ceremony. During a hooding ceremony, each graduate will have a special "hood" placed around the neck and shoulders by a designated representative of their program, department or college. You can see a hooding ceremony at this link (advance to approximately 1:45): [Tarleton State University Hooding Ceremony](#)

### *Why not do the hooding at commencement?*

Hoodings are often held separately from the larger commencement celebration, most for efficiency. Hooding does take a bit of time, because it is done individually, and the faculty member puts the hood directly around the graduate's shoulders, instead of just handing them a Master's hood with a handshake. In the video you will notice the person doing the hooding changes with each program, which also adds some time to the process.

### *Who should attend the hooding ceremony?*

ALL of you who are graduating, and ALL of the friends and family members who helped you get your degree! This smaller ceremony might be more accessible for elderly relatives or for the family and friends who might not be able to attend graduation because of the ticket limit. It will be a time for faculty to meet your family members (we love that) and a time for a more personal celebration of your accomplishments. Please plan on attending!



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## Word Scramble: Types of Therapy

Disclosure: This is by no means an exhaustive list of the different types of therapies. Answers can be found on the NEIU CESA website.

- |   |  |                           |                        |
|---|--|---------------------------|------------------------|
| 1 | Focus on current issues affecting a person. Issues occur when one (or more) psychological needs are not met (i.e., power, freedom, etc.)               | Leritya                   | -----                  |
| 2 | Focuses on the here-and-now. Discover feelings that are suppressed and accept/trust emotions   | Aselgtt                   | -----                  |
| 3 | Focus on how thoughts and beliefs influence mood and actions   | lotivgenc<br>rvlhieoaab   | -----<br>-----         |
| 4 | Focuses on unhealthy behaviors, actions, or habits and how to change those patterns  | Oibrvlhaae                | -----                  |
| 5 | Behavior is a result of 3 mind components: id, ego, & superego. Importance of unconscious conflicts & biological drives shaping behavior & personality | Hocsataniycylp            | -----                  |
| 6 | Based on individual experiencing intrapsychic conflict due to interactions with "givens" (i.e., death, isolation, meaningfulness, etc.)                | txasetnilie               | -----                  |
| 7 | Belief that humans strive for and has the capacity to fulfill their own potential; self-actualization  | Eprsno-eercetnd           | ----- - -----          |
| 8 | Focus on present and future circumstances and goals. Aims to help find tools to manage symptoms/cope with challenges                                   | lltunoso-odcufse<br>fbire | ----- - -----<br>----- |
| 9 | Use of toys and games to help establish communication and develop relationship to nurture change/development   | lypa                      | -----                  |

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- |    |   |                                |                  |
|----|---|--------------------------------|------------------|
| 10 | Encourages development of rational thinking to facilitate healthy emotional expression/behavior. Belief that feels influence how we think   | Onrilata-mveotei<br>rvlhieoaab | -----<br>-----   |
| 11 | Help individuals recognize ways in which their attempts to suppress & control emotional experiences create challenges. (Accept your reactions, Choose direction, Take action)   | Aancetpcce &<br>mmeniomttc     | ----- &<br>----- |
| 12 | Focus on a person's present & future circumstances and goals. Aims to help people experiencing difficulty to find tools to use immediately to manage and cope with challenges   | Litunoso-odcufse<br>fbire      | -----<br>-----   |
| 13 | Using existing skills to manage emotion regulation, mindfulness, interpersonal effectiveness, and distress tolerance; used for suicidal thoughts, borderline personality disorder, and self-harming. (Marsha Linehan)   | Eilciatcald bevraioh           | -----<br>-----   |
| 14 | Uses literature to support good mental health; used to supplement other types of therapy  | lyihprobbeat                   | -----            |
| 15 | Uses various creative techniques as forms of communication. Based on the premise that people can help heal themselves through creating art, music, dance, writing, or other acts. (Umbrella term)   | esirspvxee                     | -----            |
| 16 | Personal experiences are transformed into stories that have meaning and help shape person's identity. Separates person from problem & encourages to reply on their own skill sets to minimize the problems that exist in everyday lives. Utilizes stories to discover life purpose of narrator. | vraaertin                      | -----            |
| 17 | Focuses on a person's interpersonal relationships. Premise that improving communication patterns and ways you relate to others will effectively treat depression  | onntrelrpaesi                  | -----            |