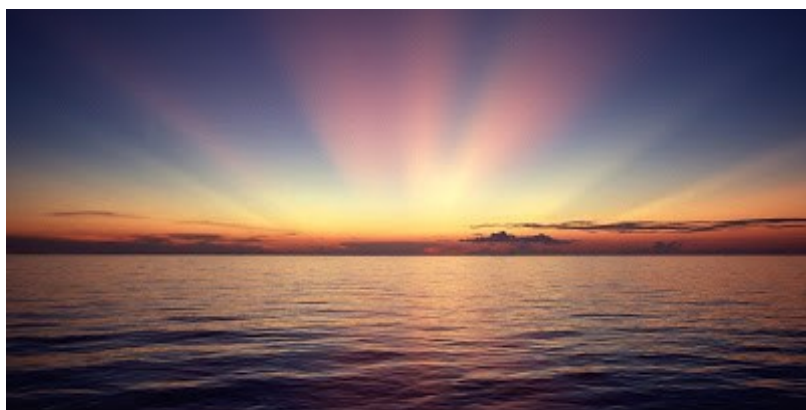




Counseling Psychology Newsletter

Program News



Cleveland State University's Counseling Psychology Doctoral Program is pleased to celebrate the many recognitions, awards, scholarships, and scholarly contributions of its faculty and students. We also want to welcome the incoming Counseling Psychology students of Cohort XXXII, and congratulate the recent graduates of our **APA-accredited program!**

Questions related to the program's accreditation status should be directed to the APA Commission on Accreditation:

*Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: 202.335.5979 / Email: apaaccreditation@apa.org
Web: www.apa.org/ed/accreditation*

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Message from the Training Director



As Director of Training, I am very pleased to welcome all of you to Fall Semester 2018. We warmly welcome our new cohort of six students, Melissa Carter, Angela Fant, Brianne Markley, Jason Mogus, Khadeja Najjar, and Mengxi Yin.

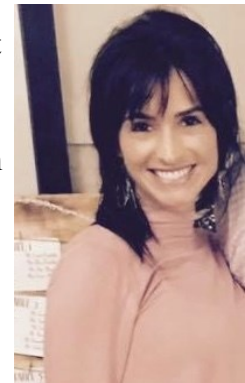
We continue to celebrate student and alumni successes from successfully finishing internship to graduation and licensure. We have ten students completing practicum in the NE Ohio area, including one at a newly established placement in geropsychology at the Louis Stokes Cleveland VA Medical Center. Students are also holding graduate assistantships with a variety of campus units, including the CSU Counseling Center, Veteran Student Success Program – Viking Vets, Counseling and Academic Success Center, Center for Urban Education, Office of Disability Services, and the First Year Experience Seminar. Although funding is tight with recent budget cuts, our students were successful in obtaining funding through a variety of sources. We enjoyed our annual end of the year picnic last May in the beautiful Cuyahoga Valley National Park and look forward to having it again next year. Additionally, we plan activities to bring in guest speakers on advocacy work for counseling psychologists – look for an announcement in the Spring!

Finally, we are very pleased to be a dynamic program with 3 new core faculty members in the past 6 years (Drs. Phillips, Liao, and Hogge). Dr. Stead continues to provide strong mentoring in research as he continues with his administrative role at CSU as the Director of Student Learning and Assessment. He remains core faculty with half of his time devoted to his duties as a faculty member. Additionally, I finished my first year as Director of Doctoral Studies, overseeing all 7 specializations of the Urban Education Ph.D. program. All of us look forward to working with students this year!

Welcome to our New Students



Angela Capuano Fant earned her Master of Arts in Education in Marriage and Family Therapy and Counseling from the University of Akron, and a Bachelor of Science in Business Marketing and Logistics from Auburn University. Her experience includes partnering with healthcare organizations to empower them with better processes and systems that provide improved healthcare outcomes and an overall better quality of life for patients. Her research experience includes working with breast surgeons concerning the outcomes of breast cancer patients undergoing a mastectomy with the goal to improve healing post operatively. Her clinical experience also includes a 9-month internship at OhioGuidestone providing therapeutic services to individuals and families with behavioral concerns, trauma and anger related issues, and maternal depression using systemic and empirical based research methods. Her research interests are women and issues related to health psychology, as well as working with women to help overcome psychological distress that may arise socially, at work, or at home.



Khadeja Najjar is a two time graduate of Cleveland State University, earning a Bachelor of Arts degree in Psychology in 2012, and a Master of Arts degree in Clinical Psychology in 2016. She has clinical experience in both private and hospital settings, working diverse populations in terms of age, ethnicity and diagnosis. Her research interests lie in issues of acculturation, emotion regulation, and mental health outcomes among Arab Americans and Muslim Americans. She has engaged this line of research for the past three years, and plans to continue to do so during and post doctoral study. In Khadeja's free time, she enjoys spending time with family and friends, being outdoors, traveling, reading, and trying new food. Fun fact: when Khadeja was in the fourth grade, she almost stole Tiger Woods' suitcase without realizing it!



Welcome to our New Students



Jason Mogus earned his Bachelor's degree in Sociology from Kent State University in 2009 and his Master's degree in Clinical Mental Health Counseling from Walsh University in 2017.

His research experience includes working in Kent State University's Neuropsychology lab on studies for memory, cognition, self-control, and intelligence. He worked as a clinical research rater at Neuro-Behavioral Clinical Research in clinical trials for FDA approval of psychopharmaceutical drugs. Jason also conducted independent research through the IRB at Walsh University on the effects of meditation on children with ADHD in an alternative school setting.

Jason has worked as a clinician in a variety of settings. He worked for 2 years at the LEAP Program, an alternative school setting with children with Autism spectrum disorder, emotional disturbance, and behavior problems. Simultaneously, he was a clinician at Wilson Hall, an inpatient men's addiction program. Jason also worked at the

Alliance Detox and Recovery Unit inside Alliance Community Hospital, where he designed an art therapy group process for clients in active withdrawal.

Jason is married to his wife, Rose, and they have a three year-old daughter, Charlotte, and one-year old son, Emerson, as well as two pit bulls.

I



Brianne Markley:

I live in the Cleveland area with my husband and pups. I enjoy hiking, dog-training, spending time with family and friends, and any outdoor-related activities! I earned my B.S. in Psychology, and B.A. in Religion from Otterbein University. Afterwards, I went on to study Clinical Mental Health Counseling at Kent State University where I obtained my M.Ed. and LPC.

I spent the past year practicing at a Community Mental Health Agency in Summit County. My professional interests include working with transitional-aged youth and college students. I enjoy group work and find fulfillment in my role as a therapist and student trainee. I am also a GA at the counseling center this year.

I am passionate about the practice of self-compassion and look forward to studying this topic more throughout my time in the program. My previous research has examined topics such as: cross-cultural attention deficits in children, stress and coping of families of

children with ASD, and Quality of Life outcomes for trauma survivors enrolled in animal-assisted therapy. Pursuing my doctorate has been a longtime dream of mine, and I am excited to be a member of Cohort XXXII in the Counseling Psychology Ph.D. program!

Melissa Carter graduated from Cleveland State University in 2017 with a Master of Education in Clinical Mental Health Counseling. She also holds a Bachelor of Science in Communication Disorders from Bowling Green State University, and an Associate of Science in Liberal Arts and Sciences from Cuyahoga Community College. Melissa is a recipient of the 2018 Lewis and Janice Patterson Scholarship.

Melissa is currently licensed as a Professional Counselor in Ohio. Additionally, she holds certifications in Chemical Dependency Counseling and Trauma Informed Care. Her clinical experiences include work with Family Solutions of Ohio completing diagnostic mental health assessments and treatment plans. Her work with OhioGuidestone includes provision of behavioral and mental health, and AOD services for individuals and groups, case management, psycho-education and coordination of service needs, treatment plan development, crisis intervention, referrals and connection to community resources.

A primary research interest for Melissa is the impact of personal and familial interactions/experiences with the criminal justice system, on educational and vocational outcomes in African-American women. Other research interests include microaggressions against minorities, the impact of adverse/trauma experiences on childhood development and functioning, and the impact of religion/spirituality on development and perception of self.



Mengxi Yin

earned her Master of Arts in Developmental and Clinical Psychology from Ochanomizu University, Tokyo, Japan, and holds a Bachelor of Arts in International Communications from Nagasaki University of Foreign Studies, as well as a Bachelor of Arts in Japanese from Ludong University, China. Her past clinical experiences have been diverse in terms of population and settings, such as hospitals, schools, and government facilities.

She has been licensed as a clinical psychologist in Japan since 2016. For the past 5 years, she worked as a counselor at Hikikomori Support Net of Tokyo Metropolitan Government, where she provides phone and email counseling for individuals suffering from a Japanese culture-bound phenomenon of social isolation (i.e., Hikikomori).

Her research interests are in areas of acculturation, and mental health of international students. She began progressive research training in the School Mental Health Project in 2012, and worked as a research assistant for the Hikikomori Support Project (2016-2018). In addition to research and practice, Mengxi worked as a part-time lecturer of Developmental Psychology at Tokai University Junior College of Nursing and Medical Technology (2017-2018), and served as an Executive Board member for Risshikai, the NPO Chinese International Student Support Organization (2016-2018).



Meet our Faculty



Dr. Julia C. Phillips is the Director of Doctoral Studies, an Associate Professor in Counseling, Administration, Supervision, and Adult Learning (CASAL), and Training Director of Cleveland State University's Counseling Psychology Program. Dr. Phillips received her doctoral degree in Counseling Psychology from The Ohio State University in 1992. She is a psychologist, licensed in the State of Ohio, with an employment history including 21 years as a practicing psychologist in university counseling centers. Additionally, she was extensively involved in supervision and training during this time, including 10+ years as the training director of an APA-accredited internship. Dr. Phillips has research and scholarship interests in the areas of diversity, training, and professional issues.

Her most recent scholarship has been published in journals such as *The Counseling Psychologist*, *Training and Education in Professional Psychology*, *Journal for Social Action in Counseling and Psychology*, *Counseling Psychology Quarterly*, and *Psychology of Women Quarterly*. She also contributed a chapter to the third edition of *The Handbook of Sexual Orientation and Gender Diversity in Counseling and Psychotherapy* (Debord, Fischer, Bieschke, & Perez, 2016).

Dr. Phillips has a history of professional service and leadership in the field. She is currently the President for the Council of Counseling Psychology Training Programs (CCPTP) and Chair of the Counseling Psychology Synarchy. Within Division 17 of the American Psychological Association (Society of Counseling Psychology; SCP), she was the 2015 Hospitality Space Committee Co-Chair and the 2013 and 2014 Co-Chair of the Leadership Academy. She is a Fellow of the American Psychological Association and received the 2016 Woman of the Year Award from the SCP Section for the Advancement of Women and the 2013 Outstanding Training Director Award from the SCP Supervision and Training Section.



Dr. Graham Stead is the Director of Student Learning and Assessment at Cleveland State University, licensed as a counseling psychologist and a research psychologist with the Health Professions Council of South Africa. He is the co-author of two editions of a research book and one statistics book, and co-editor of three editions of *Career Psychology in the South African Context*.

He has published thirty-three book chapters, forty-nine articles, and presented over 100 papers at conferences in the USA, Canada, Europe, Australia, and South Africa. His field of interest is career psychology with special interests in social constructionism, discourse analysis, critical psychology, childhood career development, culture, psychometrics (instrument development), and meta-analysis. Dr. Stead is also a consulting editor for the *Journal of Career Development*, *International Journal for Educational and Vocational Guidance*, and *Journal of Psychology in Africa*. He has also served on the editorial boards of *The Career Development Quarterly* and the *Journal of Occupational and Organizational Psychology*.

His extramural interests include music and photography.

Dr. Kelly Yu-Hsin Liao is an Assistant Professor in Counseling, Administration, Supervision, and Adult Learning (CASAL). She obtained her Ph.D. in the APA-accredited Counseling Psychology program at Iowa State University (ISU) in 2011. During her time at ISU, she also earned a Graduate Certificate in quantitative psychology. She completed an APA-accredited internship at the University of Missouri-Columbia Counseling Center. Dr. Liao is currently a licensed psychologist in the State of Missouri. Prior to joining the faculty at Cleveland State University, she was a Research Scientist at the Culture and Health Research Center at the University of Houston. She was also an Assistant Professor in the Department of Counseling and Family Therapy at the University of Missouri-St. Louis from 2011 to 2015.

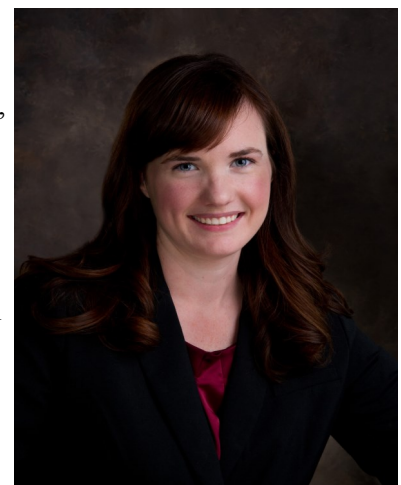


Dr. Liao's research interests are: coping with minority-related stress (e.g., acculturative stress, discrimination) among racial/ethnic minority and sexual minority individuals; Chinese international students' adjustment issues; positive psychology (e.g., self-compassion, gratitude); and ethnic minority wellbeing and health (Chinese breast cancer survivors and adjustment). She has published in journals including the *Journal of Counseling Psychology*, *Journal of Clinical Psychology*, *Cultural Diversity and Ethnic Minority Psychology Journal*, and *Asian American Journal of Psychology*.

Dr. Liao is currently an Associate Editor for the journal of *Frontiers in Psychology: Clinical and Health Psychology Section*. She is also a member of the Editorial Board for *The Counseling Psychologist*. She currently serves as the Public Relations Officer for the *Taiwanese Psychology Network* and Membership Coordinator for the Section for Ethnic and Racial Diversity (SERD).

At CSU, she serves as an Associate Program Director for the Chinese American Faculty and Staff Association. Dr. Liao has a research lab, the Racial and Ethnic Minority Research Lab, with master-level and doctoral research assistants. She has taught several classes including doctoral practicum, theories of personality, research and evaluation in counseling, and social and cultural foundation.

Dr. Ingrid Hogge is an Assistant Professor in Counseling, Administration, Supervision, and Adult Learning (CASAL). This is her second year at CSU. She teaches a range of courses including CNS 765, 702, 703, and 650. She has a Ph.D. in counseling psychology from the APA-accredited program at Southern Illinois U. She recently completed an APA-accredited internship at the U. of Florida Counseling and Wellness Center.



Passionate about research, Dr. Hogge has a range of research interests. Her dissertation focused on a revised measure of male rape myths – stereotypical beliefs about sexual assault against men. She is currently working on projects related to the relationships among cultural variables and coping after trauma; culturally informed suicide prevention; international psychology; and scale development.

Dr. Hogge has experience with quantitative and qualitative methods. She enjoys collaborating on research and enjoys working with CSU students as well as other colleagues on research projects. Dr. Hogge also values clinical work and is working toward licensure as a psychologist. Her clinical interests include trauma recovery, immigration, graduate student well-being, and interpersonal process groups. Dr. Hogge is an active member of APA's Division 17 (Society of Counseling Psychology), 52 (International Psychology) and 56 (Trauma Psychology).

Current Counseling Psychology Students

Natale Badillo

Paige Blankenship

Michelle Barron-Wearsch

Brittany Carbaugh

Melissa Carter

Adam Cusner

Angela Capuano Fant

Brian Fitts

Stephanie Garcia

Allison Griesmer

Chelsea Kelligher

Anil Lalwani

Lindsey LaVeck

R. Jason Lawrence

Chieh-Yu Liao

Dean Malec

Brianne Markley

Jason Mogus

Meghan Murray

Iva L. Musa

Khadeja Najjar

Sara Nardone

Lela Pickett

Ashley Poklar

Rachael Smith

Steven Smith

Erica W. Whiteman

Mengxi Yin



Counseling Psychology Doctoral Student Organization Bi-Weekly Meeting
left to right: **Laura Fogarty, Anil Lalwani, Dr. Julia Phillips, Erica Wiley Whiteman, and Steven Sanders**



Racial and Ethnic Minority Mental Health Research Lab Meeting



Students and faculty enjoying the annual picnic

Dissertations Defended

Congratulations to the following students who successfully defended their dissertations during the past academic year!

Radinka Jurosevic Samardzic

Relationship between self-efficacy and attitudes toward evidence-based practice in psychology

Date defended: July 3, 2018

Chair: Dr. Julia C. Phillips

Eric Wallace

*Making sense of marginal work:
The work lives of homeless men*

Date defended: November 29, 2017

Chair: Dr. Donna P. Schultheiss

Graduate Assistantships for 2018-2019

College of Education and Human Services

C.A.S.A.L. Department

Center for Educational Leadership

Center for Urban Education

Office of Doctoral Studies

Student Affairs/Student Life at Cleveland State University

Counseling Center

Office of Disability Services

Teaching ASC 101 (Introduction to University Life)

Veteran Student Support Center — Viking Vets

Community Partnerships

The Counseling Psychology Program is dedicated to playing an active role in the CSU Community as well as in the community of Northeast Ohio.

Here is a listing of many of our community partnerships.

Northeast Ohio Medical University (NEOMED): Students instruct first year medical students on clinical interviewing skills and how to foster empathetic physician-patient relationships.

Introduction to University Life (ASC 101): Doctoral students provide instruction and support to first semester college students to balance their academic responsibilities and campus life at CSU.

Cleveland State University Counseling Center: Practicum trainees and graduate assistants serve a diverse student population by providing individual therapy, group therapy, and outreach services.

Baldwin-Wallace College Health & Counseling Services: Practicum trainees provide individual therapy and group therapy for the BW community.

Applewood Centers, Inc.: Practicum trainees work within a community mental health setting to provide individual therapy, group therapy and psychological assessment to children and adolescents aged three to eighteen, and their families.

University of Akron Counseling and Testing Center: Practicum students provide individual therapy, group therapy, and outreach programs. They have the opportunity to learn biofeedback.

Oberlin College Counseling Center: Practicum trainees provide short-term therapy, outreach, and psychological assessment to students at this liberal arts college.

Portage Path Behavioral Health: Practicum students collaborate with other mental health professionals and provide outpatient individual therapy, group therapy, couples therapy, and psychological assessment to a diverse population in this community mental health agency.

OhioGuidestone: Practicum trainees work with a diverse population of children and adolescents in a community outpatient setting, provide assessments and write reports using complex trauma model.

Bellefaire, JCB: Practicum students work in a community mental health setting with children, adolescents, and their families. Students engage in psychological assessments and group therapy.

Signature Health: Practicum students engage in individual therapy and provide psychological testing services for children and adults in a diverse community mental health setting.

Louis B. Stokes Cleveland VA Medical Center: Advanced practicum students work with veterans with spinal cord injuries, provide psychological assessments, and engage in individual and group therapy.

John Carroll University Counseling Center: Practicum students provide individual therapy and outreach programs to JCU students .



Student Organizations

CSU recently finished our three-year term as the host institution for the Student Affiliates of Seventeen (SAS). Students invested significant time and energy in leadership and service for SAS. Our attention now turns inward as we focus on revitalizing our three student groups.

Urban Education Doctoral Student Organization

The Urban Education Doctoral Student Organization (UEDSO) provides a unique outlet for graduate students, faculty, and professionals across six specializations to collaborate, network, and offer support. Our events aim to foster a sense of community for doctoral students in the Urban Education Ph.D. program and bridge connections between individuals of varying specializations. A primary goal of the Urban Education Doctoral Student Organization is to cultivate a sense of community and fulfill the needs of doctoral students. Accordingly, we encourage graduate students to become involved, attend organization events, welcome new members, provide feedback, and offer suggestions for upcoming events. We are sincerely looking forward to embarking on another exciting year of forming connections, networking, and hosting events through the Urban Education Doctoral Student Organization! Contact the president, Steven Sanders, at UEDSOorg@gmail.com for more information and join our organization on OrgSync at <https://orgsync.com/35394/chapter>.

The International Student Alliance

The International Student Alliance is an unofficial student group that serves to connect international and immigrant students in the Counseling Psychology program. However, the group is open to everyone who is interested in cross-cultural learning. Our goal is to enhance the program experience for all members through forming connections, socializing, and becoming more culturally sensitive by learning about each other's cultures. The International Student Alliance provides members with opportunities to network and collaborate with each other, both on a personal and academic level. If you have any questions, or if you are interested in joining, do not hesitate to contact Chieh-Yu Liao at c.liao42@vikes.csuohio.edu.

Counseling Psychology Doctoral Student Organization

The Counseling Psychology Doctoral Student Organization (CPDSO) was officially re-established last year, and provides an environment of support, encouragement, and opportunity to connect with others in the program and community. This upcoming year, we are excited to announce our initiatives which include: empowering students' voice about our needs and experiences within the program, student recruitment assistance, a continuation of dissertation Dropbox support, an annual fall gathering, and community outreach. Our organization is open to all doctoral students in the Counseling Psychology program. Students who become members can sign up for monthly newsletters, attend monthly meetings, and look forward to leadership, service, and outreach opportunities. Please contact Laura Fogarty at l.swiney@csuohio.edu with any questions and for more information!

Words of Wisdom

Internship application and interviews by Sara Nardone



Applying for internship is one of the most exciting times in the program. However, it can quickly become overwhelming. Fortunately, there are many ways to keep the process manageable and as stress free as possible. I was lucky enough to receive extremely helpful tips from cohorts above me. Having been through the process just one short year ago, I feel that I can adequately speak about tips that have been useful to me and fellow colleagues who have also matched successfully.

It is never too early to begin planning or preparing for the internship process. One of the best pieces of advice that I have ever received is to consider which type of internship site I wanted to apply to and to think about this early in the program. By first taking the time to determine which setting I wanted to train in, I could then begin to research the various site requirements and craft my practicum experiences to meet the requirements of my desired internship sites.

Doing research on the individual sites is important too. Questions to ask yourself are: Can I see myself living in this area for a year? How is transportation in this area? Do I vibe with the people here? Does this work environment mesh with what I value in a training site? Will this site allow me to meet my training goals? How will this site help me in my future career plans? It is easy to get excited about living in a new city for a year. However, it is important to make a well thought out decision and not get caught up in the novelty of a cool, new area.

Writing the essays and cover letters is time consuming. The only way to make the writing process manageable is to begin writing early. Review committees are reading hundreds of cover letters, so it is vital to communicate everything you want to say in a professional but unique manner, and showing you made thoughtful efforts, while being concise. Utilize peers and other forms of support. Get multiple perspectives on essays from faculty and peers – be open to their feedback. Make sure to give faculty plenty of notice if you plan on asking them to review essays.

Staying organized is critical. Once I narrowed down my top contenders, I created an Excel spreadsheet so that I could visually keep track of the sites and information pertaining to them. Things I included in the document were: the name of site, type of site, location, training model or philosophy, required application materials, and most importantly, the application due dates. Some sites will change their due dates in the APPIC system, so it is important to be diligent in checking the deadlines on the website. If you are ever unsure, contact the training director.

Preparing for the interview can be nerve-wracking. Practice interview questions with your peers, and alone in the mirror. Most sites generally ask the same questions, but they are not always worded the same. Review commonly asked questions and develop responses based on themes in them. Having a general response that can be used for different variations of the same questions is much more useful than memorizing scripted responses to specific questions.

Lastly, interviews take place during winter months. As such, weather conditions can be unpredictable. It is wise to factor in additional time for travel to account for a weather-related delay. While it is ideal to interview in person, it is not always feasible. Consider which sites are priorities and schedule these first, if possible. Many sites are flexible in offering phone or Skype interviews but not all. Sometimes, sacrificing one interview for another will be a decision you will have to make.

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Throughout this process, it is important to remember: You have made it this far for a reason. Try to relax and enjoy the process!

Internship application and interviews by Erica W. Whiteman

You've worked incredibly hard to get to this point and now it's your chance to apply to sites where you'd be excited to be placed during your last year of training!

Take a moment to celebrate that before jumping into the heaviness of the internship application and interview process. As I reflect back on my experience, my first word of wisdom is to start with the right mindset. Over the summer before applications were due, I would spend time exploring potential sites and envisioning myself in different cities. Where did I belong for my next step and what was I excited about? I used this as my framework to guide me in picking potential sites and when writing application materials.

My second word of wisdom is to start your application materials early! When Julia asks you to turn in application materials months early – you don't realize this but it's the best thing you could do for yourself. I thought my essays the first time around were decent – boy was I wrong. My essays were completely different after some soul searching and 5 rounds of edits but were so much stronger in the end. Starting early puts you in a better position because as we all know, in the middle of the semester, you don't exactly have time to review extra material.



Third, familiarize yourself with all aspects of the application process, including what an application entails (4 essays, 3 letters of recommendation, cover letter for specific site, and curriculum vitae) and make a timeline to prepare for this. The best place to find this information is the APAGS Workbook entitled, "Internship in Psychology: The APAGS Workbook for Writing Successful Applications and Finding the Right Fit." Within this book, you will find detailed instructions on how to prepare your best application!

Fourth, build a support system, whether that be your cohort, a mentor, or your family and friends. When I was traveling for interviews, it was incredibly helpful to lean on others who were going through the same process to receive support and be able to share about interviews including the good, the bad, and the ugly. Throughout interviews, I also took notes on each site immediately after I left the interview. I wrote everything down: what I loved, my concerns, how I felt there, training opportunities, what the relationships seemed like. This had a dual purpose of helping me to rank sites a month later as well as helped me to process my experience. These notes will be invaluable when you feel stuck ranking different sites.

Finally, enjoy the journey!

When I traveled for my interviews, I tried to make it a fun trip, as much as possible — staying with family and friends, exploring new cities and celebrating how close I was to completing a step that I had worked towards for years.

The internship application experience is a long one and it represents a culmination of your years of hard work. You are ready and now it's about finding a site that most closely matches your vision for your final year of training.

Words of Wisdom

Comprehensive exam preparation by Dean Malec

If you are reading this and have yet to take all of your comprehensive exams, first of all, congratulate yourself on all of your hard work getting to this point! Comprehensive exams can feel daunting. However, as someone who is now on the other side of them, I can attest that you too can make it through! It may help to remember that they are assessing your understanding of content from courses that you have already passed in order to sit for the exam. So, you know this material! It is now just a matter of brushing up and being able to produce exam responses that communicate your understanding. My advice below is divided along those two categories:



Brushing up on the material:

For each exam, it may help to divide your course materials as follows:

Research: EDU 715, EDU 800, EDU 801, EDU 807

Core: EDU 805/806, UST 716 (Note: get the syllabus for EDU 805.

Dr. Phillips recommends you read the materials!)

Specialization:

Intervention: CNS 765, CNS 780, CNS 781, CNS 888

Assessment: CNS 702, CNS 703, CNS 780, CNS 781

Career Development: CNS 524, CNS 825

- Attend the prep sessions that are offered! In these, I often received helpful, more-detailed recommendations about the nature of content needed to properly answer exam questions.
- Because final papers/projects are designed to capture a broad range of course content, I often used those when studying as examples of the scope that I would be aiming to reproduce to similar comprehensive exam questions.
- Try developing a study schedule for the time leading up to the exam. The scope of content can feel overwhelming, so breaking tasks down can help it feel more manageable.
- Be sure to know a good number of relevant authors and citations for each exam question, as you will be expected to make in-text citations (but not a full references list).
- Use your peers for support-- talking through an issue can deepen everyone's understanding. Or it can just help you recite aloud the MMPI subscales to make sure you've got them down!

Communicating your understanding of the material :

- A big part of producing a good response on the exam is endurance. You might experiment with a "dry run" of writing for a few hours in the computer lab just to see what that feels like.
- Another part is managing your anxiety given the circumstances. It's OK to stop and do an occasional breathing exercise if you need (5-count inhale, 7-count exhale is good!)
- The exam questions often consist of multiple parts. Be sure you have answered all parts of each question, since a well-written but incomplete answer may not be sufficient.
- It may help to draft an outline of your answer first so that you address all parts of the question.

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- When the exam started, I typed out all of my citations, so I no longer needed to keep them in my memory and could focus solely on answering the exam question.
- As much as you can, try to get a good night's sleep before the exam (use those sleep hygiene tips!) and eat a balanced, satisfying breakfast the morning of the exam.

I wish everyone the best of luck with your future exams! Please don't hesitate to let me know if you have any other questions . . . we're all here for each other!

Comprehensive exam preparation by Brittany Carbaugh

Comps are stressful—there's no arguing that! However, the seemingly insurmountable task that is placed before you now, will one day be a memory, an accomplishment, a box checked on your path to earning a Ph.D. I once viewed comps as my gatekeeper—the very thing that would stand between me and my doctorate—but now, somehow, I am able to look back with pride knowing that I made it through and they didn't stop me (and I passed each one on the first try)! For those who have yet to take their comprehensive exams, I hope you can find helpful advice and inspiration—and some anxiety relief—through these “words of wisdom.”



Comp prep begins in the classroom! I like to keep the big picture in mind because it helps contextualize large and daunting tasks and provides insight for preparatory strategies. In other words, comps are designed to assess your general, broad knowledge of content areas (delving deep where needed). As such, every class you take contributes to that end. Be a good student; do your readings when they're assigned; do your best on every assignment; connect to the subject matter even when you don't want to. Do these things, and comp prep won't feel as overwhelming and separate from the work you've been doing all along.

Comp exams are a solitary activity, but prepping for them is not! No matter how independent you are or how much you prefer to “go it alone,” do not do that to yourself when prepping/studying for comps. Our program utilizes a cohort model for good reason. You are sharing your journey with others and it's important to both accept support and give support to your peers/colleagues. More heads are better than one when filtering through so much material—your peers will remember things you don't, they will have good study strategies that you can benefit from (and vice versa), and when you study together you are able to gauge your grasp and scope of the content in a way that you can't do alone. Furthermore, don't hesitate to reach out to earlier cohorts for advice, even if you've never met someone in-person. For the most part, students want to help and give back—you only need to ask!

Attend comp prep sessions! Who better to inform you about comps than the very program, faculty, staff, and reviewers who are administering them to you. As students, we often ask for more program support, therefore, we need to utilize it when it's given to us. This is straightforward in my opinion: why wouldn't you do everything you can to learn about comps and how to prep for them? Try it all. At the end of the day, you know you made an honest effort, regardless of the outcome. And if your comp results don't go the way you hoped, then you have more information on what worked and what didn't and how to best prepare for the second go around (not to mention, the faculty will have seen your efforts—which goes a long way).

Celebrate, no matter what! After each comp, my cohort went out to celebrate. We didn't have our grades (and wouldn't for many weeks) but we did have each other. We debriefed, we laughed, we hugged, we cried, we swapped stories, we face-palmed where appropriate—typically over the course of a few strong drinks—and it made this piece of the journey, knowing that we were in it together. If you don't celebrate milestones along the way, you'll get lost on the journey and forget how far you've come. Put in an honest effort, study well, and celebrate often—especially with those who can share your experiences, good and bad.

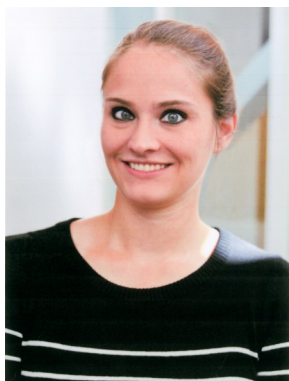
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Words of Wisdom

At the end of the day, keep your end goal in mind. Visualize the results you hope to achieve (e.g. graduation!) and keep putting one foot in front of the other. Check these boxes along the way and keep in mind how they fit into the big picture. Best of luck with comps!

Sincerely, Brittany Carbaugh (One who has gone before you and can attest to the light at the end of the tunnel!)

Practicum applications by Laura Fogarty



The task of applying for your first year of practicum can seem overwhelming, especially if it is your first time going through the process! Everything from site selection to updating your CV to going through the interview can be daunting. Here are some tips to help you feel prepared and get the application process off to a smooth start!

First, you will want to review the available sites and select the ones to which you want to apply. The main differences among sites center around the population you will be working with. Are you looking to work with children or adults? Would you prefer to work in a college counseling center and work with students, or to work in a community mental health setting that includes a wide range of clients? These are questions to begin thinking about. You can consult the practicum handbook for details on the site setting and population served by the site. Also, feel free to reach out to students who have

worked at these sites in previous practicum placements. They can provide firsthand knowledge of what it is like to work there.

Next, you will want to prepare your materials. The main thing you will want to review is your CV. Personally, I have found this to take more time than I thought – you’ll be surprised at how much you accomplish in a year, or even a semester! This is why a great tip is to update as you go. It is easy to overlook your own accomplishments and miss out on things you can add to your CV. Give yourself some credit for the work that you do! Also, it is helpful to send your CV to your advisor for feedback. They can provide a set of fresh eyes to review information you may have missed as well as help you shape it to be most appealing to potential sites. This advice also applies to your cover letter and any other documents sites are requesting (this may include a list of courses you have taken – check each site’s listing in your handbook to see what they require).

Then, for each site, you will provide a cover letter that gives a brief but informative overview of your clinical background. You will be expected to provide a rationale for why you believe you are a good fit for the site. When speaking about your experiences, keep it simple and focus on clinical experience. Site advisors will be able to see a more detailed account of your background, including teaching and research experience when they review your CV. Direct service experience is the most relevant to what you will be doing at your practicum sites, so highlight this in your cover letter.

Finally, when preparing for your interview, do some research on the site you are applying to! The agency’s website is a great starting resource for this. Be prepared to ask your interviewer questions as well – you might mention something that you read about on their website (for example, the different services they provide or something about the agency’s history), and inquire about more details. Also, remember to talk about why you chose this site in particular – let them know that you selected them intentionally because the experience you get there will align with your career goals, and be rewarding.

One last suggestion: Remember to reach out to your advisor and any other students in the program at any time for a more in-depth conversation about the practicum experience!

Practicum applications by Stephanie Garcia

Practicum is a defining aspect of doctoral work in Psychology. The application process can be stressful. Therefore, the best advice I have for completing practicum applications is to start early. Like much of graduate school, good time management can make a major difference in your life. It can be easy to underestimate the efforts necessary to review your CV, construct a thoughtful/professional cover letter for each specific site, complete a writing sample, and obtain appropriate recommendations. You will be competing with peers from across local universities for a few selective practicum positions. Therefore, it is important to make sure that you have the time available to properly develop your thoughts and make positive first impression.



Choosing the right practicum site may shape the overall course of your academic experience. I would suggest beginning this process with reflection about yourself and your professional goals. It is never too early to look ahead towards internship and beyond. Therefore, you should consider which set of skills and competencies you need to be competitive for your field of interest. Personally, I shaped my application choices largely based on my areas for growth. Prior to applying to sites for my last year, I conducted an inventory of my prior practicum and volunteer experiences. From here, I found that I had limited experiences in group therapy facilitation. Therefore, I only applied to sites that would provide me with the training opportunities and supervision necessary to build this competency. Subsequently, I attended a community mental health site where I co-facilitated three different treatment groups. Without some insight into my deficits, I may have skipped this site and left a hole in my training.

Take your time to construct an application that is reflective of your professional development and therapeutic strengths. Find the place that will provide you with the training you need to become a better clinician. Make sure that you give yourself time to complete your applications and find the sites that will meet your professional goals.

Practicum applications by Steven Sanders



Practicum is an important experience for Counseling Psychology doctorate students. Even though the experiences are required, look beyond the class to find the real value of your practica. Whether you want more experience doing counseling, or you want to learn a new treatment modality, look to your practicum experiences as places to prepare yourself for your career beyond the program. With that in mind, the application process does not have to be daunting or stressful, if managed well.

The first piece of advice that I have is to prepare early for your applications. Work with your advisor and mentor(s) to ensure that you have letters of recommendation (if required) and that your CV is updated and formatted correctly. Look through your Student Handbook to map out due dates and contact information for sites so that you are not waiting until the last minute to get your applications sent.

Second, apply for approximately five sites each spring. While you are only able to accept one position, it is better to apply for multiple positions and hope for multiple interviews, which will give you an opportunity to speak with multiple supervisors and visit multiple sites to find the best fit for your training and personality needs. Finally, take the time to plan out your practicum experiences as a part of your overall training plan. If your ultimate goal is to work primarily with children, use your practicum opportunities to prepare for that goal.

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Words of Wisdom

If your goal is to work in a university counseling center, use your practicum opportunities to set yourself up for success in the future. Once again, the practicum sequence is a requirement, but it is one that definitely works in your favor.

Training and working in a community mental health agency by Stephanie Garcia

In my fourth and final practicum, I was privileged to work with a beautifully diverse population through a community mental health agency.

Since childhood, multiculturalism has been engrained in my consciousness. My familial values as well as my visible and invisible identities drove me to appreciate diversity and be vigilant to systemic oppression. Through my practicum in community mental health, I worked with individuals with complex identities who re-affirmed my personal beliefs and commitment to diversity.

Our identities fundamentally shape our perspective and impact how society interacts with us. Therefore, I would encourage students working in community mental health to select culturally adaptive therapeutic interventions and homework. It is our ethical duty to be competent and sensitive to our clients' values and beliefs. It is important to attend to your clients' identities throughout any setting, but particularly in community mental health due to the volume of diverse identities that are present.

Therapy may look dramatically different in a community mental health setting. Therefore, it is important to be flexible regarding your beliefs about treatment. Initially I held a rigid belief that individual therapy needed to be weekly or bi-weekly to be effective. However, this was limiting my view about and caused me to be insensitive to my clients' needs.

Therefore, I became more flexible and collaborative in treatment planning and therapeutic contact. In addition, I often had to connect clients to case management services and other community-based resources necessary for their daily living. Connecting clients to case management may not be traditional therapy, but it is an important therapeutic service. In this setting, it is necessary to expand your thoughts about psychologists' work and treatment.

My practicum work in community mental health has shaped my world view and my thoughts about psychotherapy. I encourage all practicum students, but especially those entering community mental health to read the most current APA multicultural guidelines and think deeply about your identities and how your values impact how you think, feel, and behave.

I would also encourage you to find local community resources and have their contact information readily available to give clients when appropriate. Finally, I would encourage you to approach each day with openness and be ready to be flexible so that you can best meet your clients' needs.

Training and working in a hospital setting

by Dr. Irina Bransteter

My first experience with mental health hospital settings was through my doctoral practica. One of my practicums involved working in an inpatient child and adolescent psychiatry unit, whereas the other one was a forensic unit in one of the state psychiatric hospitals.

I thoroughly enjoyed the team effort in a hospital setting. Everyone was working with same goal in mind: maintaining and improving patients' health and well-being. The teamwork allows for collaboration and consultation with other professionals within the hospital, such as physicians, psychiatrists, neurologists, nutritionists and other professions, as part of a mental health treatment team.

Currently I am employed by the Child and Adolescent Psychiatry Department at University Hospital. Most of my workload consists of clinical work where I diagnose and treat patients and also engage in some psychological testing. A portion of my time is dedicated to paperwork too, as every aspect of treatment and therapy must be documented. In addition to these tasks, I also devote some of my time to research, again collaborating with other professionals within the hospital and/or community.

Thus, the hospital setting provides opportunities for me to expand my knowledge with training and by working alongside other experts, offering tremendous opportunities for professional development and exploration.

At times, working in a hospital can be at times very stressful and even distressing. With that said, it is important for psychologists to practice good self-care. I get to work with patients from different backgrounds, cultures and individuals from all walks of life, including underserved populations.

Every day I am offered a chance to help a large variety of people overcome mental and emotional difficulties. In the end, it is all worthwhile and it is very rewarding to be helpful to children and their families and to help them achieve their full potential.

Training and working

in a university counseling center *by Dr. Tiffany Williams*

I am a senior staff therapist with a specialization on African/African American students at Counseling and Consultation Service (CCS) at The Ohio State University. I gained clinical knowledge, experience, and training with children, adolescents, and adults in community mental health centers (CMHCs) and university counseling centers (UCCs). My experiences in UCCs were invaluable to my professional development.

I enjoy the versatility of my work at CCS and the ability to engage in more than clinical work, which is very different from my experiences in CMHCs. When selecting training sites, it is important to consider the type of training you would like to obtain. In UCCs, training tends to be multi-faceted and can include any the following: diverse clinical experiences (e.g., diagnostic evaluations, individual and group therapy, crisis assessment/management), outreach to campus community, administrative responsibilities (e.g., participation in committees, staff meetings), collaborative experiences with other departments (e.g., Student Health, Multicultural Centers), and consultation opportunities (e.g., faculty, parents, staff). If you are seeking diverse training experiences, UCCs are the perfect setting to obtain them.

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Words of Wisdom

A myth that is shared about UCCs in some circles is that the client population tends to present “primarily adjustment problems,” which is often perceived as an easy presenting concern to address. Over the last academic year, I have worked with clients to address anxiety, depression, the impact of racism/marginalization, substance use, interpersonal relationships, sexual violence, and family of origin issues – just to name a few concerns. In fact, I facilitated hospitalization for four individuals, as well. Choosing a UCC as a training site will provide you the opportunity to work with diverse clients (for example, students of color, LGBTQ, international students, etc.) who are experiencing diverse presenting concerns.

There are a few disadvantages that are noteworthy when working at UCCs. Opportunities for training in psychological testing tend to be rare. Many UCCs do not offer this type of clinical service, and thus, working at a CMHCs or Veterans Affairs (VA) medical facility might be a better fit to obtain training in psychological testing.

Also, working with individuals who are developmentally transitioning with a sprinkle of non-traditional students are most likely the client population you will be working with at a UCC. If you are seeking an older adult population or individuals with severe mental illnesses, perhaps a UCC would not be the best fit.

About our Words of Wisdom Authors:

Internship application and interviews, by: [Sara Nardone and Erica Wiley Whiteman](#), who started the Doctoral Program fall of 2014 as members of Cohort XXVIII. The proposed title of Sara’s dissertation is: *High-school discipline policies and the teacher-student relationship*; Erica’s is: *A grounded theory investigation of supervisors’ perspectives on multicultural strength-based supervision*.

Comprehensive exam preparation, by: [Brittany Carbaugh and Dean Malec](#), members of Cohort XXIX, who started the program in 2015. The proposed title of Brittany’s dissertation is: *From service to studies: Resiliency and college adjustment in student service members / veterans*. Dean’s: *Masculinity and men’s preferences for therapist gender*.

Practicum applications, by: [Laura Fogarty and Steven Sanders](#); third-year students who started as part of Cohort XXX in 2016.

Training and working in a community mental health agency, by: [Stephanie Garcia](#), a member of Cohort XXVIII. Her proposed dissertation title is: *The helper and gatekeeper: Graduate mental health educators and trainees in psychological distress*. She also authored an article for this newsletter on **Practicum applications**.

Training and working in a hospital setting, by: [Dr. Irina Bransteter](#), who graduated in the summer of 2016 as part of Cohort XXIII. The title of her dissertation is: *Bosnian refugees’ understanding of their health and well-being in a U.S. context*.

Training and working in a university counseling center, by: [Dr. Tiffany Williams](#), who started the program as part of Cohort XXV in 2011. Her dissertation is titled: *Minority stress and career attitudes of African American students*. She graduated summer of 2017.

Faculty/Student Scholarships, Awards, and Grants

Dr. Ingrid Hogge

2018-2019 Faculty Scholarship Initiative Award- Cleveland State University

Dr. Kelly Yu-Hsin Liao

2018 Dean’s Diversity Faculty Award - Cleveland State University

2018 Summer Undergraduate Research Award (\$4,200) - Cleveland State University

Allison Griesmer

BOGO Scholarship - CASAL Department, Cleveland State University

Brittany A. Carbaugh

Graduate Student of the Year, Veteran Student Success Program - Cleveland State University

Brittan Davis

Outstanding Graduate Student Research Award - College of Graduate Studies, Cleveland State University

Chelsea Kelligher

BOGO Scholarship - CASAL Department, Cleveland State University

Erica Wiley

2018 Strong Woman Strong Leader Award - Cleveland State University

Meghan Koch Murray

2017-2018 Lewis & Janice Patterson Scholarship - Cleveland State University

2018 Wolf Fellowship - Cleveland State University

Richard Jason Lawrence

Dissertation Research Award - Cleveland State University

Rachael Smith

2017-2018 Lewis and Janice Patterson Scholarship - Cleveland State University

Sneha Pitre

Dissertation Research Award - Cleveland State University

Steven Sanders

2017 Daniel D. Drake Scholarship - CASAL Department, Cleveland State University



Student and Faculty Publications

- Ferrari, L., Nota, L., **Schultheiss, D. E., Stead, G. B., & Davis, B. L.** (2018). Validation of the Childhood Career Development Scale among Italian middle school students. *Journal of Career Assessment, 48*, 732-748. doi: 10.1177/1069072717727483
- Hurtado Rua, S. M., **Stead, G. B., & Poklar, A. E.** (in press). Five-factor personality traits and RIASEC interest types: A multivariate meta-analysis. *Journal of Career Assessment*.
- Liao, K. Y.-H.,** Yeung, N., Wong, C., & Warmoth, K., & Lu, Q. (2017). Fear of cancer recurrence and physical well-being among Chinese cancer survivors: The role of conscientiousness, positive reappraisal and hopelessness. *Supportive Care in Cancer, 25*, 1141–1149. doi: 10.1007/s00520-016-3504-8
- Liao, K.Y.-H., & Weng, C-Y.** (2018). Gratefulness and subjective well-being: Social connectedness and meaning in life as mediators. *Journal of Counseling Psychology, 65*, 383-393. doi: 10.1037/cou0000271
- Phillips, J. C.,** Crowell, C., Chung, Y. B., Forrest, L., Hahn Oh, K. J., & Westefeld, J. (2017). SCP Leadership Academy: Cultivating leadership competence and community among students and ECPs. *The Counseling Psychologist 45*, 965-991. doi: 10.1177/0011000017736141
- Schultheiss, D. E., Stead, G. B., & Liao, C-Y.** (in press). Ethical issues in testing and assessment. In J. A. Athanasou & H. N. Perera (Eds.), *International handbook of career guidance* (2nd ed.). Springer.
- Carbaugh, B. A. & Schultheiss, D. E.**(2018, June). *Acculturative stress, perfectionism, and career adaptability in international students*. Poster session presented at the meeting of the International Conference of Applied Psychology, Montréal, Canada.
- Cheng, Kim, H. Y., **Liao, K.Y.-H.,** Gonzalez, R., Li, C., & Ngo, M. (2018). *Ethnic/racial discrimination, forbearance, cognitive restructuring, and outcomes among Latino adults*. Poster session presented at the meeting of the American Psychological Association, San Francisco, CA.
- Kuo, B. C. H., Salam, Z., Soucie, K., Ly, C., Huang, S., **Liao, K.Y.-H.,** & country collaborators (2018). *Cultural coping with school burnout: A 15-country study*. Paper presented at the 24th Congress of Cross Cultural, Guelph, Canada.
- Liao, K.Y.-H, Stead, G. B., & Liao, C-Y.** (2018, August). *Self-compassion and self-efficacy: A meta-analysis*. Poster session presented at the American Psychological Association Convention, San Francisco, CA.
- Liao, K.Y.-H., Sanders, S. M., & Cheng, S.-L.** (2018). *Strong Black women stereotype and experience avoidance: A moderated mediation model*. Poster session presented at the meeting of the American Psychological Association, San Francisco, CA.

Student and Faculty Presentations

- Najjar, K., & Naser, S.** (2018, March). *How discrimination in schools effects acculturation in Arab Americans*. Oral Presentation presented at 31st Great Lakes Regional Counseling Psychology Conference, Kalamazoo, Michigan.
- Najjar, K., & Naser, S.** (2018, February). *The school's role in facilitating acculturation for Arab American youth*. Poster session presented at the National Association of School Psychologists Annual Convention, Chicago, Illinois.
- Poklar, A. E., & Stead, G. B.** (2018, August). *Career commitment, personality, and self-efficacy: Meta-analysis*. Poster session presented at the American Psychological Association Convention, San Francisco, CA.
- Prior, I. C., Caver, S., Makupson, M., Sanders, S. M., & Harper, B. E.** (2018). *School climate and mental health: Comparing SES, gender, and race*. Poster presented at 31st Great Lakes Regional Counseling Psychology Conference, Kalamazoo, Michigan.
- Sanders, S. M., & Anderson, B.** (2018, March). *Putting school performance in context: Taking into consideration the poverty rates of public schools*. Paper presented at the Critical Questions in Education Conference, Portland, Oregon.
- Sanders, S. M., & Galletta, A. M.** (2018, March). *Unprotected symbolic speech: Taking a knee to take a stand*. Poster presented at 31st Great Lakes Regional Counseling Psychology Conference, Kalamazoo, Michigan.
- Schultheiss, D.E., Liao, C-Y., & Pitre, S.** (2017, October). *Work-family integration in Migrants*. In D.E. Schultheiss (Chair) *Equity and social inclusion in work and life experiences in vulnerable populations*. Invited symposium conducted at the European Society for Vocational Designing and Career Counseling. Padova, Italy.



Cleveland State University's Counseling Psychology Program is now accepting applications for Fall 2019!



Applications are due January 15, 2019

For more information:

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Cleveland State University
College of Education and Human Services
2121 Euclid Avenue
Julka Hall 215
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or call:

The Office of Doctoral Studies
216.687.4697

Julia C. Phillips, Ph.D.
Director of Training
216.875.9869

CALENDAR

December 14, 2018

Practicum Applications due to
Dr. Phillips

January 15, 2019

Application Deadline for Fall
2019 Admission

December-February

Comp Exam Applications Due
4 weeks before exam dates

January 25–26, 2019

Counseling Psych Specializa-
tion Comp Exams

February 8-9, 2019

Core/Research Comp Exams

February 15, 2019

AIDSK Comp Exam sent out
at noon and due back on
March 4, 2019 at 5 pm

April 8, 2019

Amber Hewitt Presentation

April 12-13, 2019

Great Lakes Regional Coun-
seling Psychology Conference
– University of Louisville

Editors

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