

CP SCENE

Fall 2020



A Word From Melissa...

Welcome to our fall edition of the CP Scene, celebrating the resilience and achievements of the Community Psychology and Clinical Mental Health Counseling M.A. programs.

In May, we saluted our graduates from the Community Psychology program. This Fall, we celebrate the first graduating cohort of the Clinical Mental Health Counseling program (you can read more about the honorees in this issue). We are also so excited to welcome 18 and 14 new students to the CP and CMHC programs, respectively.

I'd like to congratulate the winner of our first Outstanding CMHC graduate student award: Samantha Kent. Unfortunately, this means Sam will be leaving her post as the Graduate Assistant for the CMHC program, but we have two new wonderful GAs that will work with Rebekah on these amazing newsletters in the future while also supporting the graduate programs. Specifically, Sharon Kwok is the GA for the online CMHC program (currently in development) and Emily Hotz will join us in January as the new CMHC program GA.

In this issue, you will find interviews with Dr. Patrick McGrady, who taught his first graduate class this past spring and received rave reviews (we invited him back for next spring). We also have interviews with two alumni and four current students. It is wonderful to hear students and alumni comment about how applied and hands-on our classes are – these are some of the things that make our programs so valuable! I also love hearing how alumni with LPCs appreciate their Community Psychology classes because they help them see clients and others through a systemic lens.

In the Research Corner, you can read about the new position Dr. Macias has as Director of Research and Evaluation for the **National Latin@ Network for Healthy Families and Communities**. This is an outstanding opportunity for her and students! Finally, you'll find some important tips for advocacy and self-care – two things that we need even more of now as we continue to struggle with this pandemic on top of the changes we have already been focused on. The need for individuals with our education and training have never been greater! As always, *WE...BE...CP & CMHC!*

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Student Spotlight



Krista Grajo, 1st Year, CP

Where did you grow up?

I was born in Ohio, but I grew up in Naples, Florida. My parents are Filipino immigrants, making me 2nd generation Filipina American.

Where did you complete your undergraduate degree?

I obtained a B.A. in Sociology and a B.S. in Psychology at the University of Florida. I also minored in philosophy.

What is your concentration?

My concentration is Community-Clinical Services

How did you become interested in the Community Psychology Program?

I initially was looking for ways to tie-in a systems perspective that contextualizes individuals and broader groups at the heart of social problems and inequality, so this program was a great fit. Having these lenses enhances the type of care that can be provided.

What aspect of the CP program have you found to be the most beneficial/interesting?

This cohort comes from so many diverse backgrounds in term of their work and academic experience. I appreciate how faculty and other students have reached out to provide an environment for learning and pursuit of shared goals. I'm looking forward to finding an internship for my second year.

What are your future professional goals?

Some goals include developing my own research in a clinical-community or counseling doctoral program and working with children and families from marginalized (particularly immigrant Southeast Asian and generally BIPOC) backgrounds. I'm interested in healing intergeneration trauma and in health disparities, so I hope to eventually work for an advocacy organization.

What advice would you give to undergraduate students thinking about applying to the CP program?

I would recommend taking any statistics courses seriously, as it will be helpful to have a working knowledge upon entering any psychology program, CP included. Don't be afraid of getting involved on and off campus and take full advantage of available resources. As for the CP program specifically, sociology classes or electives might provide a broader, contextual lens than a typical psychology class.

What are some of your hobbies/interests? What do you like to do in your free time?

Music has always been a huge part of my life. I love nature, traveling, and spending quality time with friends and family. More recently, I've found enjoyment in crocheting and cooking for myself.

Student Spotlight



Chidera Emeto 2nd Year, CP

Where did you grow up?

I grew up in the busy city of Lagos, Nigeria.

Where did you complete your undergraduate degree?

I got my bachelor's in Psychology/Religion & Cultural Studies from the University of Nigeria Nsukka.

What is your concentration?

My concentration is Program Development.

How did you become interested in the Community Psychology Program?

I have always wanted to work in a sector that empowers, promotes positive change, and increases the overall wellbeing of individuals and communities. Back home in Nigeria, I volunteered on a few programs, and throughout my various experiences, I found out that most of these programs had a missing component to them; either they were poorly designed, or they lacked an evaluation strategy in place, or the community the program was serving, was not directly involved in the planning and implementation of the program, which of course did not result in a very favorable outcome. This led me to explore graduate Psychology programs with a social justice component that will equip me with the skills needed to effectively develop and evaluate large scale interventions. I was attracted to the CP program at UNH because of the program development concentration. There are a few schools around the world that have a Community Psychology Program. When I saw the program and read the curriculum, I knew immediately that this was the perfect fit for me!

What aspect of the CP program have you found to be the most beneficial/interesting?

I love my classes. The academic setting in the United State is completely different from what it is in Nigeria. It is interesting how interactive the classes are, and how the professors want to hear what everyone has to say. I enjoy listening to my classmates share their personal and professional experiences in class. Also, I have acquired marketable skills like grant writing and program evaluation which are valuable skill sets especially in the human service sector.

What are your future professional goals?

I hope to go on to a doctoral program after graduation and do a lot of work around health policy and advocacy, program development, and evaluation.

Where are you doing your internship, and what are the main things you do there?

I am interning at Elevate, a policy lab at the Yale School of Medicine, that works with government partners in the United States to advance family mental health as a pathway to economic and social mobility, thereby helping to interrupt intergenerational poverty. Elevate is scaling the MOMS partnership which is a program that has successfully reduced depressive symptoms among over-burdened, under-resourced pregnant women, moms, and adult female caregivers in a family. I am on the Program team as the program intern, and I am assisting in the designing of the pilot/cultural adaptation of the MOMS partnership; the planning and implementation of the MOMS training to a new group of community clinicians and partners and I am also helping in the research and development of maternal health programs and services

What are some of your hobbies/interests? What do you like to do in your free time?

I enjoy cooking because I love to eat, volunteering, spending time with family and friends, and taking walks in the park. I started coloring during the lockdown and so far, I have been enjoying it.



Sharon Kwok 1st Year, CMHC

Where did you grow up?

I am a CT native, I grew up in Southington, CT.

Where did you complete your undergraduate degree?

I completed my B.S. in Psychology at UConn in 2019

What is your concentration?

My concentration in the CMHC program is Community Psych

How did you become interested in the Clinical Mental Health Counseling Program?

I went through my undergrad and really enjoyed learning about mental disorders and got a chance to participate in a research study during my last year which involved testing effectiveness of types of therapy interventions in certain communities. I was always interested in wanting to become a therapist to help others and came across the CMHC program. I noticed that the course sequencing and structure of the program was set up to really prepare me for my future in the therapist profession so I thought it would be a great program to enroll in from a practical standpoint. I also noticed that the school and program also put emphasis on diversity and cultural competence which is something very important to me, so I decided that this would be a good match for me.

What are your future professional goals?

I hope to be working for a clinic providing behavioral health care to children.

What aspect of the CMHC program have you found to be the most beneficial/interesting?

I really enjoy being able to have professors who are passionate about their work and willing to share their personal experiences during class. When I have a lecture there is always relevant information because everyone can read textbooks, but being able to hear about actual cases where the information from the textbook has been used and applied is most beneficial to me. Attending class is like a very constructive story time and I love it. I appreciate that the instructors are very real and honest about everything and that they care about our professional development. They are very supportive and are upfront about talking about things that we will encounter that the books don't tell us. Additionally, being able to hold a graduate assistant role has been a great experience. I have interest in research, so one of the other things that drew me to the university was that there are ample opportunities to conduct research alongside the main curriculum for becoming a competent counselor. It has opened me up to working with different populations and broadening my scopes that I most likely otherwise would not have exposed myself to. I am also able to be a part of something important and work with people who are so uplifting and encouraging. I'm grateful for the opportunities that this program has brought to me.

What are some of your hobbies/interests? What has kept you going during the pandemic?

I enjoy spending time with my friends and family, going to new places, binge watching series on Netflix, and playing games on the computer with friends. During the pandemic I basically lived on my computer while everything was shut down and everyone was staying home, but I was able to spend more quality time with my family which is always nice.

Do you have any plans for winter break?

Get lots of rest and spend time catching up with friends! I will also be using this time to be preparing things for my wedding that will (hopefully with Covid-19 pending) be coming up in May!



Christina Teixeira 2nd Year, CMHC

Where did you grow up?

I live in Bridgeport, born and raised.

Where did you complete your undergraduate degree?

I completed my undergrad at Albertus Magnus in New Haven where I majored in Psychology

What is your concentration?

My current concentration is General Psychology but I have an interest in nutrition and the psychology behind eating especially within a cultural context

How did you become interested in the Clinical Mental Health Counseling Program?

I originally attended UNH as an undergrad after HS but life at that time did not allow me to finish. When I was an undergrad I looked at all the area programs. I came to an open house and met Dr. Whitson. We had a conversation about the impact systems have on the people they are set up to help. We spoke about our ideas on how we would change those in a perfect world. It was a very natural unforced conversation, and if this was any inclination of how the other professors would be, I saw myself applying to the CMHC program.

What aspect of the CMHC program have you found to be the most beneficial/interesting?

I think the diverse background of our professors and what they bring to the classroom has been beneficial. They bring that real world experience and correlate it to what we are learning which makes it easier to understand and apply concepts, theories and in practice

What are your future professional goals?

I am currently thinking about Ph.D. or PsyD. programs which stresses my life. In the future I would like to work with people who can not get psychological services either because of language or financial barriers. Helping to change the stigma associated with mental health especially in the minority communities. Creating a safe space where people can come and get the help they need without feeling shame.

Where are you doing your internship, and what do you do there?

I am currently at Center for Family Justice where I am a Domestic Violence Advocate. I just completed my pre-internship training, as of right now it is a little slow because of COVID so I am just shadowing and learning the process I currently do not have any clients of my own

What are some of your hobbies/interests? What has kept you going during the pandemic?

I am really into fitness, and became a dog mom during the pandemic. I rescued a dog named Roman who has severe anxiety from being abused as a puppy. He is very sweet and cute but takes a long time to feel comfortable around new people. He loves to go on new adventures, especially the beach where he can play in the water



Alumni Spotlight

Jennifer Mursaloglu, PhD

Where are you from? Where did you complete your undergraduate degree?

I am a Jersey girl! I have a BA Psychology from Hampton University, MA Community Psychology from UNH and a PhD Education from George Mason University.

What was your concentration in the CP program?

Program Development

Where did you complete your internship? How did it help you prepare for your future?

I was the Knowledge Development intern for The William Caspar Graustein Memorial Fund located in Hamden, CT. The WCGMF prepared me for my current career in Research and Evaluation. I published my first white paper as an intern at the WCGMF, and I was exposed and introduced to the idea of parent involvement in education. My exposure to parental involvement within the context of “community” at WCGMF led to my interest in pursuing a doctoral degree in Education at the George Mason University. As a result, my dissertation entitled: “Parental Engagement beyond School Walls: A Qualitative Case Study of African American Parental Engagement during High School” reflected my exposure to parental engagement while an intern at WCGMF. On a personal note, my internship supervisor was Dr. Angela Frusciante. She was my professor for a Grant Writing course that I completed at UNH. I landed my internship by asking Dr. Frusciante after class one day if the WCGMF needed an intern, the rest was history. Dr. Frusciante and I are still in contact with each other and communicate regularly even though we live in different states. I consider her a colleague, friend, and mentor.

Where do you work? What is your current job title? What is a “typical day” like for you?

I have two jobs. I work as an Evaluation Advisor for the Foreign Service Institute at the Department of State. In this contract position, I advise, support, and assist staff across the Institute as well as the Director’s Office in the design, development, and use of tools techniques and system processes for training and program evaluation. No day is typical. However, I spend most of my time advising the Evaluation Coordinator and Educational Policy Office Director on best practices related to evaluation. Most recently, I developed an Institute-wide evaluation plan for a centralized evaluation system implementation. This included developing survey instruments and interview protocols as well as developing the conceptual framework for this mixed-methods evaluation. I am also the Principal and founder of a small consulting firm in the Washington DC area, REL Strategies, LLC. We provide research, evaluation, and learning services to educational institutions, community organizations, and non-profits. I am moonlighting so I spend evenings and weekends working on REL Strategies projects. For more information visit our website: www.relstrategies.com.



Alumni Spotlight

Jennifer Mursaloglu, PhD

**What are the most satisfying aspects of your job?
What are the biggest challenges you face?**

In my role as an advisor, I enjoy helping my clients solve complex problems. My biggest challenge at FSI is navigating the internal politics. Sometimes a simple solution can take months and possibly years to implement because of the internal structures and policies. Another challenge is navigating my FSI client relationships while on the client site. When you work for a client on their site sometimes, it is difficult to delineate being a contractor vs. employee. As a Principal Evaluator and founder of REL Strategies, LLC I like that I get to choose the work that I enjoy. My biggest challenge is juggling the many “hats” that I wear running my own business. I am an accountant, administrative assistant, marketing executive and evaluator just to name a few. Although running a consultancy firm can be challenging, I would not trade it for the world! I truly enjoy this work.

Looking back at your time at UNH, what aspects of the program did you find to be most valuable?

Three UNH courses were pivotal to my current work, Program Evaluation, Consultation, and the Internship course. Program Evaluation provided an excellent foundation to the different types and approaches to program evaluation. The Consultation course was extremely helpful in my understanding of the consultative process and navigating relationships with clients. The hands-on consultative project that I completed during this course was key to understanding the soft and technical skills needed to be a successful consultant. My internship course provided me the opportunity to expand my professional network and co-author a white paper.



What 3 pieces of advice would you give to current graduate students?

1. Everyone’s journey will be different. **Allow yourself some grace as you continue your path.** Don’t compare yourself to others.
2. **Stay engaged!** Build relationships with individuals (students and professors) in the program as they can be your support system.
3. **Save textbooks and seminal studies** in your area of specialization. I reference my Evaluation textbook by Rossi, Lipsey & Freeman often in my current work.

Alumni Spotlight

Kevnesha Boyd, LPC



Where did you complete your internship? How did it help you prepare for your future?

My initial dream job was to be a mental health counselor in a prison, so every decision I made was in alignment to that dream. Dr. Morris played a critical role in facilitating my internship experience at Cheshire Manson Youth Institution and the Cheshire Correctional Institution. Though my internship was split between facilities, I was under the same supervisor. It was a really great experience. I was completing my internship while taking the Abnormal Psychology course, which was awesome because I was able to learn and apply knowledge in a practical way.

Correctional health care jobs are extremely competitive, and so this experience set me so far ahead and directly prepared me for my initial dream job. Not only was I able to learn the work culture, policies, medical record systems, and other logistics to working within a prison, but I was also trained in a CT specific psychoeducational group called Start Now. Fast forward two years, I received my LPC and became a mental health counselor in a prison.

Where do you work? What is a “typical day” like for you?

It was always the dream to work within corrections and do private practice part time, but working within the Department of Corrections became quite challenging. It was really my education in Community Psychology that helped me understand that the real change that needed to happen there was at a higher level. I resigned and ended up starting my own Group Mental Health Practice, Quality Counseling, in August of 2018. Our mission is to provide accessible and affordable mental health care to the black community. This is really my dream job now, and it’s the job I am most excited about and invested in. Starting my own private practice has honestly been the best decision I’ve ever made.

My typical week can be quite involved. On top of seeing about 20 clients each week and completing session notes, I also do a lot of tasks that come with running your own business. I have a virtual assistant, but I still tend to emails and engage in social media marketing and website management. I also try to stay up to date on current events and pop culture since my clients like to talk about it. I’m also in school right now to become a yoga instructor.

Where are you from? Where did you complete your undergraduate degree?

I was born and raised in New Haven but moved in 8th grade and went to high school in Hartford. I completed my undergraduate degree at Eastern Connecticut State University and received my bachelor’s in Psychology with a minor in Criminal Justice.

What was your concentration in the CP program?

Forensic Psychology.



Quality Counseling

Facebook:

QualityCounselingCT
and Kevnesha Boyd

Instagram:

QualityCounseling_CT
and Kevnesha_LPC



Alumni Spotlight

Kevnesha Boyd, LPC



**What are the most satisfying aspects of your job?
What are the biggest challenges you face?**

The most satisfying aspect of my job is the control I have over the type of therapy I do. I can make decisions on the type of care I offer my clients without restrictions and policies that I may not agree with. I do what I want to do, serve who I want to serve, and make my own schedule. I feel confident that I'm contributing to mental health and the black community, and I feel that I'm able to offer something really special. The least satisfying aspect of my job is that the company is 100% dependable on me. If I don't see clients then money isn't coming in, so getting sick can be a bit worrisome. I am hiring, but it's been a challenge finding the ideal candidates. Everything else about my job is great, and I really enjoy the work I'm doing.

Looking back at your time at UNH, what aspects of the program did you find to be most valuable?

Aside from my internship experience and the connections I made with colleagues and professors, the applied nature of the coursework was really valuable. For instance, we wrote real grants for nonprofits and conducted actual program evaluations for agencies and organizations.

I also found the systems framework within Community Psychology to be quite valuable. Dr. Morris did a great job of capturing the essence of community and how layered it can be. Mental health can be so complex, and therapists can become so client focused, but for most of the populations I've worked with, the majority of the dysfunction is in response to systems or stressors related to injustices and lack of resources. As I've gotten older, I've also realized how important law and policy work is and so I've also become more of an activist. I'm part of a legislative groups called Stop Solitary: Connecticut, and we're looking to abolish solitary confinement in the correctional system because it is so extremely harmful.



What 3 pieces of advice would you give to current graduate students?

1.
Keep textbooks of courses you're really interested in. These textbooks can be really useful as references.
2.
Connect with advisors and mentors. We never have all the answers, so I encourage students to always have some sort of professional advisor and mentor. Try to make sure that you're in rooms and at tables where you're not the smartest person there.
3.
Ask questions, be curious, and be creative.

Faculty Spotlight

Patrick McGrady, Ph.D.



Where did you grow up/where are you from?

I was born and raised in a small town in southern West Virginia. I was out in the woods—where the state road stopped paving and it was just dirt road.

Where did you complete your undergraduate and graduate degrees? What is your field of specialization?

I attended Berea College in Berea, Kentucky for my undergrad and Florida State University in Tallahassee, Florida for my MS and PhD degrees. Across all of these my focus was sociology. In grad school, my major concentration was in social stratification and social justice: race, class, and gender. For my MS, I was really focused on the sociology of education. I wrote my MS thesis on racial-mismatch between students and teachers in high school and how the existence of white teacher bias contributes to using racial stereotypes to evaluate students. When it came time for my dissertation, I was taking a Men and Masculinities course and became more interested in the intersection of gender and sexuality. I wrote a paper in that class that was a content analysis of gay men's embodiment of masculinity and protesting of narrow body ideals. That paper eventually became part of my dissertation that was focused on masculinity, body image, and sexuality.

What drew you to the field of Sociology?

My college was a work study college. All students came from families that were below a certain income level and worked for the college in exchange for paying no tuition. I came in under the Bonner Scholars program where my work would be focused on civic engagement and service learning. I started college as wanting to be a history major and one semester in to taking some history coursework, I was not doing well. As part of my work-study plan I went on an alternative spring break with other first year students. We spent the week in DC working in a few nonprofits that focused on food insecurity, homelessness, and advocacy. In the middle of this week, I was with a group of people handing out food as part of a food-bank's outreach and I got into a conversation with this man who was a patron of this service. He had an MBA and career in accounting. I felt confused talking to him because you had this person who had made every single right decision in his life and because of downsizing, the economy, and other structural factors, he was experiencing a bout of homelessness. When we got back to campus the next week, I made an appointment with the head of the sociology department. I wanted understand why an outcome like the one above was possible. I signed up for intro to sociology and social problems for the next semester. From the first day of those classes, I was hooked.

What do you know now that you wish you had known BEFORE you started graduate school?

I spent the first year and a half in my grad program questioning if it was the right thing for me. There's a difference between undergrad and graduate sociology. I was learning to think like a scientist and not be a full-on activist like I was in undergrad. I struggled with that transition. Once I got to teach my own classes, it started feeling more right. So I think I wish I would have been more aware of that difference moving from undergrad to grad. And also, that I had done better early on seeking out fellow grad students that were having a similar identity crisis.

Faculty Spotlight

Patrick McGrady, Ph.D.



What types of professional practice or research activities are you involved in other than teaching?

In terms of research, I am in the process of finalizing a couple articles about the gay choral social movement. I have been collecting qualitative interview data from individuals that sing in a gay men's chorus. Folks in this study talk a lot about doing activism that is more "safe" and "approachable" through their singing in the chorus. Further, I am exploring identity development towards activism and pride. Where I would love to take this is to conduct more ethnography of more organizations and analyze the large amount of works produced by the movement towards exploring how definitions of pride and inclusion have altered over time.

What do you like about teaching at the graduate level? What are the biggest challenges?

Last spring was my very first experience teaching graduate students. I learned a lot about what does and does not work between undergrad and grad teaching. I approach my teaching of grad students much like how my grad program was set up. We got in a room with a set of readings and spent 2-3 hours talking about the readings, breaking them down, applying them to current sociological issues, and thinking about the big picture. My spring 2020 class did not disappoint. They did the reading and brought in really interesting discussion points and analyses. Class never felt like class if that makes sense. I felt like I was in a room of scholars that was interested in learning about what makes us a stratified society and how they can use those tools to go out and make change. They also challenged me to think differently about some current social issues. Teaching at the graduate level feels more like a two-way street. You have this room of budding experts steeped in their studies and internships that are mostly willing to nerd out on some inequality literature. I always felt energized after class. I think the challenge for me was keeping the reading expectations realistic for students that were managing family care, jobs, internships, and commuting.

What advice would you give students thinking about applying to a graduate degree in psychology or sociology

Make sure that it's what you want to do. I was probably close to feeling burnt out when I went to grad school. I powered through it and it was rough at times. If you are feeling burnt out or if you are not 100 percent certain that the places you're applying to is what you want to do, it's okay to take a break. Get feedback from your professors and friends. Get more experience to test out the career. Do internships and related activities to help with that process.

What are some of your hobbies/interests? What do you like to do in your free time?

I play guitar and bass guitar and I spent a good deal of the pandemic re-learning some music theory on the bass. Outside of that, I sing in the Hartford Gay Men's Chorus and an acapella group called On That Note. Other things I do, I crochet from time to time. I love spending time with my dog, Piper (that I lovingly call: Chicken Nugget).

What is something interesting about yourself that you would like to share?

I have a lot of tattoos of birds. I know nothing about birds, but I like them and associate them with different people in my life.



Faculty Research Corner

Lillianne Macias, Ph.D.



Assistant Professor and
**Director of Research
and Evaluation for the
National Latin@
Network for Healthy
Families and
Communities**

"The partnership between the University of New Haven and the National Latin@ Network will also support the next generation of culturally competent advocates, allies, and researchers working to eliminate gender-based violence."

Dr. Macias was recently named the Director of Research and Evaluation for the National Latin@ Network for Healthy Families and Communities. She first started in the field of domestic violence over 10 years ago as a doctoral student in Clinical and Community Psychology. Her graduate mentor, Julia Perilla, was a longstanding leader and advocate in the field of domestic violence. As incoming director, Dr. Macias intends to extend the legacy of Julia Perilla and other visionaries in the field of gender-based and domestic violence through research and advocacy at the national and local levels.

As director, Dr. Macias will have the opportunity to collaborate on research projects that can enhance the capacity of organizations and Latinx communities to address gender-based violence and affirm the strengths and values of Latinx communities. Working as part of a multidisciplinary national team will help address the many health, education, and economic disparities affecting Latinx and other marginalized communities in the U.S. To accomplish these goals, she will work alongside a strong leadership team working at the intersection of gender-based violence and Latinx health. Dr. Macias is excited about the possibilities to bridge research, policy, and practice.

For U New Haven students, this partnership will allow them to participate in research at the national and local level through new programs and applied research funded by the center. Students will have the opportunity to work directly with advocates and community members to help inform and develop gender-based violence practice and policy. Some of the center's community projects include:

Youth Participatory Action Research: The Center will be supporting YPAR photovoice projects with three youth groups located in New England and Minnesota, including a local project in collaboration with Students for Educational Justice. Photovoice projects utilize visual research methods by putting cameras into the participants' hands to help them document, reflect upon, and communicate issues of concern, while stimulating social change.

Restorative Justice and Gender-Based Violence: The Center will be completing a needs assessment exploring the use of restorative justice models in GBV.

The Center recently received an award to partner with the National Children's Hospital that includes an evaluation of their trauma-informed family violence programs....**Congratulations Dr. Macias!!**

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CMHC & CP 2020 FALL GRADUATES

Marisa Aspromonti, M.A. CMHC '20

"After I graduate, I plan to finish my LPC licensure while working full-time as a clinician who works with marriage & families, substance use & addiction, and other mental health related populations. My fond memories of the program include: Overall, I loved getting to know every single person in my cohort and discussing career aspirations before class. I also enjoyed traveling to Italy and studying family therapy during summer 2019. It was the best experience with eating amazing food, traveling, and studying the differing culture as it relates to the mental health field."



Olufunke Benson, M.A. CP '20

"After completing my masters program, I plan to enroll in a doctorate program. I want to pursue a PhD in a clinical-community track, with my research interests mainly focusing on issues such as racial health disparities, culturally-informed interventions that promote individual mental health and well-being and examining psychosocial and contextual stressors on mental health outcomes, to name a few. My favorite memories as a graduate student in the CP program mainly involves the people I have met along the way. The acquaintances and friends I have made, who in one way or the other have made this time memorable. Whether it's by working together on group projects or just spending time together outside the class environment, these are memories I will always cherish. I am thankful to my professors, colleagues, friends and even the strangers I have met on my journey, who have made this experience one of the best times of my life."



Amanda Cepero, M.A. CMHC '20

"After I graduate, I will be planning to complete my LPC licensure while being a full-time clinician working with children and families, and adolescents. Some of my fond memories of the program include the connection I have made with my peers. It was easy to relate and interact with others because we all have something in common, passion for the field. It was also great to get to know the professors because they all have something new to bring to class and provide us with great learning experiences."



Asia Chuaviriya, M.A. CMHC '20

"After graduation, I plan to complete my LPC licensure. I am looking forward to working with adolescents who are battling substance abuse. Some of my favorite memories of the program were traveling to Georgia with Sam to collect research for a program evaluation of STEM summer camps! The best part about the CMHC program was the flexibility from professors to focus on personal interests within the field. Take advantage of papers and projects - make it about what interests you! "



Jessica Fidler, M.A. CMHC '20

"After completing my masters program here at UNH, I plan to work at Mental Health Connecticut as a residential counselor. After gaining experience here, I hope to work towards obtaining my LPC licensure. After that, I plan to take a break from school and explore the field options with my LPC, and then pursue my doctorate. Some fun memories I had in this program was attending the EPA conference with my peers in NYC! I presented with one of my classmates about school violence and influence on law enforcement in the school settings. We had a round table discussion with about 50 attendees. It was a great first time experience presenting at a conference!"



Samantha Kent, M.A. CMHC '20

"After graduation, I plan to complete my LPC licensure before pursuing a doctoral degree in Criminal Justice. I will continue working at the Center for Discovery and hopefully, be hired at The Center for Family Justice. One of my fondest memories of the program was traveling to Georgia with Asia to collect research for a program evaluation of STEM summer camps. I have enjoyed presenting at conferences in New York and Massachusetts with my peers and getting to know them through our academic journey. Additionally, my time in the program as a graduate assistant is an experience I am beyond thankful for. A huge thank you to the professors who have mentored me along the way!"





Jackson Monarca, M.A. CMHC '20

"I plan to continue working at my internship, APNH, to accrue hours towards my LPC. Then take the LPC exam (and hopefully pass), then use my licensure to be a full time counselor at a non-profit organization (although not opposed to private practice)! I also plan to work primarily with the LGBT community or the transgender community specifically.

My favorite memories of the program have been getting to know people and make close friends with them. I also liked classes that gave me the opportunity to work with students in other programs. This allowed me to learn from people who looked at the same topics with different lenses. My ultimate favorite part has been my internship at APNH. I really love it there and it's been a quality part of my education and development as a counselor."

Stephanie Thibodeau, M.A. CMHC '20

"After graduation, I plan to obtain my LPC licensure and enter federal employment working as a counselor for federal law enforcement. I had many fond memories of the two years in this program. One of my favorites was when I participated as a hostage during a simulated hostage negotiation training with the State Police, FBI, and a professor from the University of New Haven. If anything, these past two years have taught me that I can complete graduate school as a single mom! Thanks to all of my friends, professors, and especially, my daughter!"



Systemic Issues & Our Call to Action



The social and political climate surrounding 2020 has been nothing short of turbulent.

This year has exacerbated the symptoms of longstanding and pervasive systemic issues afflicting our societies and communities. As we work towards healing from these collective traumas, we must also strengthen our role as advocates.

As current and future community and clinical psychologists and clinicians, it is imperative that we work toward dismantling oppressive systems, fight for racial and gender equity, advocate for education, immigration, criminal justice, health & mental health reform, and empower and uplift the voices of all marginalized people.

We must also remain diligent in our efforts to educate ourselves on how to become better allies and advocates, and engage in true transformational work.

The following page contains several Covid-19 and advocacy related resources and toolkits that may be helpful in these endeavors.

Ad·vo·cate (noun)

/ˈadvəkət/

A person who publicly supports or recommends a particular cause or policy.

“

[N]o mass disorder afflicting humankind has ever been brought under control by attempts at treating the individual - Albee & Gullotta, 1997

”

Systemic Issues & Our Call to Action

Resources

The Coronavirus Response Toolbox - Tools for Public Health and Community Action

National Juvenile Justice Network Racial Justice Toolkit - Resources to help you connect with policymakers on racial justice

LGBTQ Resources for Grassroots and State Level Advocacy

American Counseling Association Advocacy Toolkit

National Child Traumatic Stress Network (NCTSN) - Resources related to Covid-19

Covid-19 Resources for Undocumented Communities - Includes resources by state

Resources on Disability & Covid-19

Free Articles on Covid-19 from APA Journals

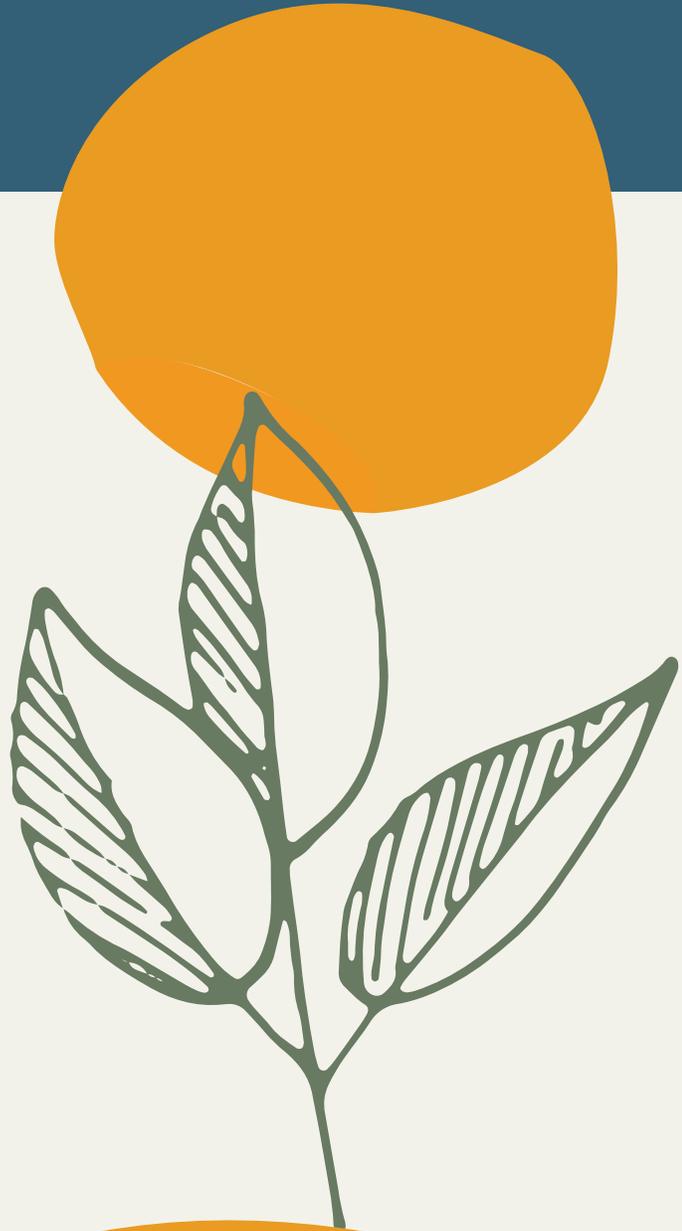
*Click on the bolded section of each resource



Self Care for 2020 & Onward

Where We Are

This year has been and continues to be excruciating. For our country, for our clients, for us; for everyone. While we cannot control the chaos in our world, we can learn to manage the chaos inside us and near us. This self-care section is by no means an exhaustive list, but hopefully the start, or the continuation of your self-care routine.



Bubble-Up



Because saying "meditation" can actually induce anxiety for fear of doing it "wrong." This technique involves imagining yourself in a safe, protective bubble. View this bubble as an energy-protecting field that can absorb the negative energy around you - displacing it. While in this bubble, visualize positive thoughts.



Set Boundaries



Not just with others, but also within yourself. Because there has been so much going on in the media this year, we can feel guilty not always being informed. However, the truth is, our brains were not built to constantly receive difficult or unsettling information. Make time to check the news and be informed, but also, know when to turn it off. Reconnect and recharge with yourself and others after.



Body Aware



Mental stress can cause physical stress. Observe how your body is reacting during your media scrolling. Take a few minutes to stretch, relax your shoulders, even put your phone down. Constant inundation of technology, especially social media can increase stress without us knowing. Go outside if you can, feel the sun, plant your feet in the ground.

Enviro-Check



Our environment can have a great impact on our stress. Fluorescent bulbs, white walls, empty desk, cold floor. If you can, make your surroundings as comforting as possible. Turn down the lights, light a candle, decorate your work space, put on some cozy socks. Make a cup of tea or coffee. Put on a playlist, turn on the heat, or open a window. If working from home, try forfitting the desk and opting for the couch or bed.

THE
NEXT
STEP.

Licenses

LPC(A)

WHAT YOU'LL NEED:

All the detailed information for the LPC(A) licensure can be found [here](#) on the DPH website. The official transcript and course of study form are to be sent to:

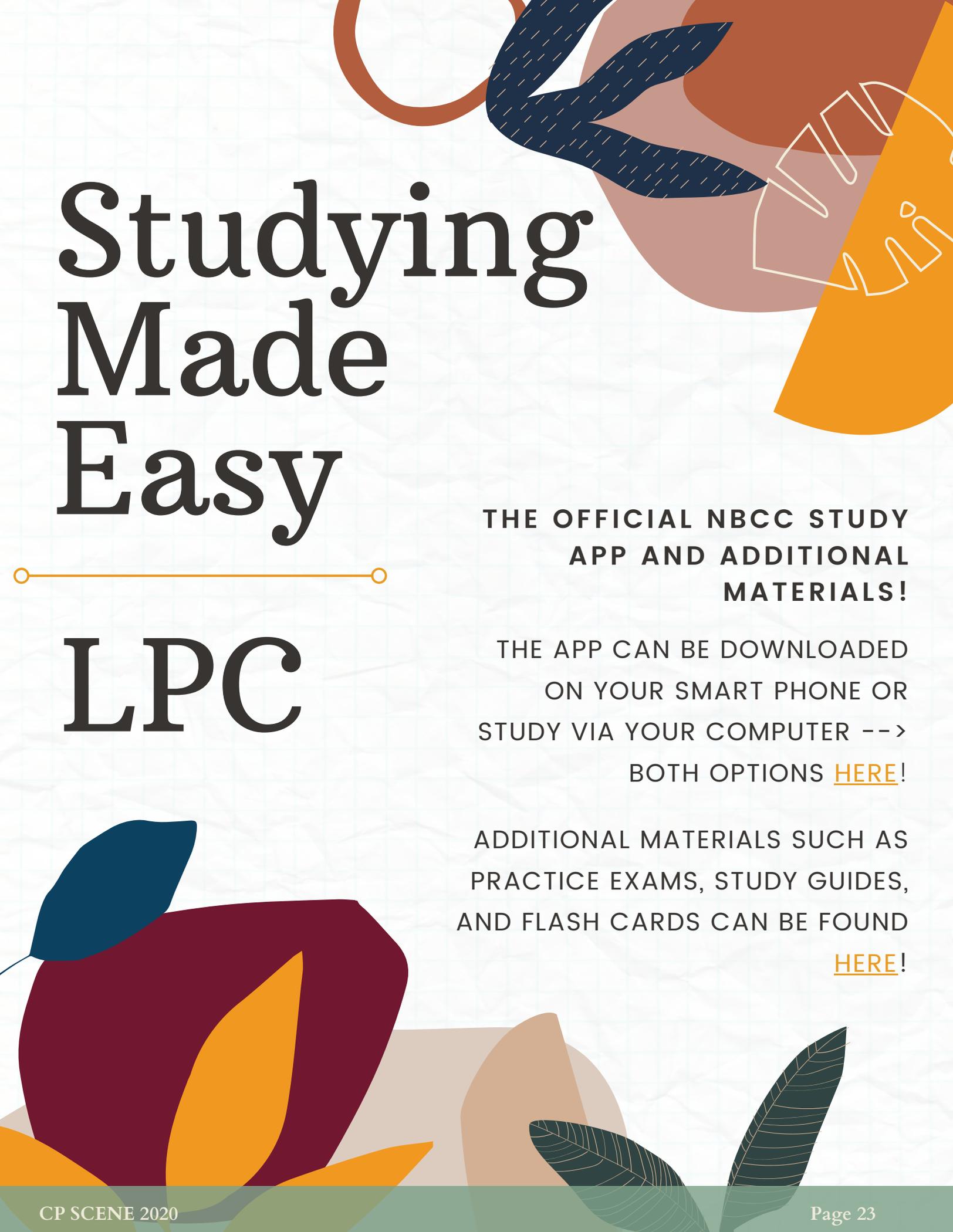
Connecticut Department of Public
Health Professional Counselor Licensure 410
Capitol Ave., MS #12 APPP.O. Box 340308
Hartford, CT 06134
Fax: (860) 707-1980
Email: dph.counselorsteam@ct.gov

1

OFFICIAL
TRANSCRIPT AND
COURSE OF STUDY
FORM

2

A COMPLETED
APPLICATION & \$220
FEE.



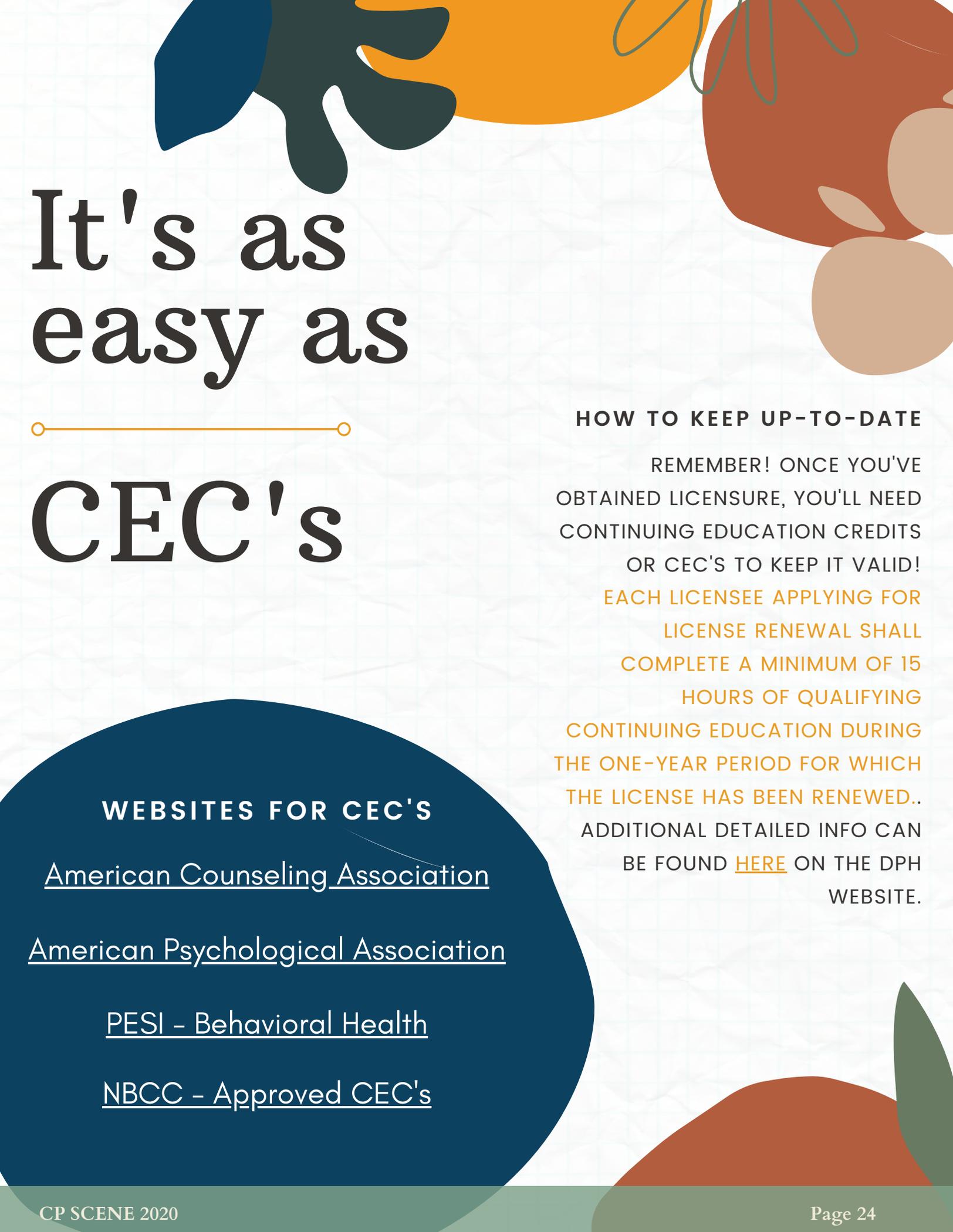
Studying Made Easy

THE OFFICIAL NBCC STUDY
APP AND ADDITIONAL
MATERIALS!

LPC

THE APP CAN BE DOWNLOADED
ON YOUR SMART PHONE OR
STUDY VIA YOUR COMPUTER -->
BOTH OPTIONS [HERE!](#)

ADDITIONAL MATERIALS SUCH AS
PRACTICE EXAMS, STUDY GUIDES,
AND FLASH CARDS CAN BE FOUND
[HERE!](#)



It's as easy as

CEC's

WEBSITES FOR CEC'S

[American Counseling Association](#)

[American Psychological Association](#)

[PESI - Behavioral Health](#)

[NBCC - Approved CEC's](#)

HOW TO KEEP UP-TO-DATE

REMEMBER! ONCE YOU'VE OBTAINED LICENSURE, YOU'LL NEED CONTINUING EDUCATION CREDITS OR CEC'S TO KEEP IT VALID!

EACH LICENSEE APPLYING FOR LICENSE RENEWAL SHALL COMPLETE A MINIMUM OF 15 HOURS OF QUALIFYING CONTINUING EDUCATION DURING THE ONE-YEAR PERIOD FOR WHICH THE LICENSE HAS BEEN RENEWED..

ADDITIONAL DETAILED INFO CAN BE FOUND [HERE](#) ON THE DPH WEBSITE.