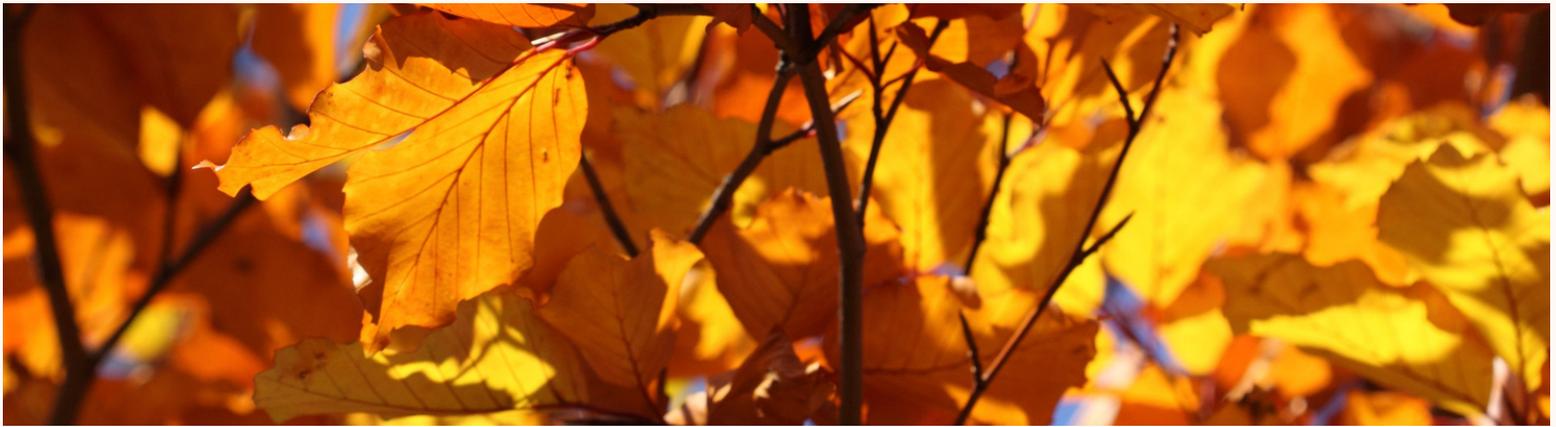


The CP Scene



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A Word From Melissa



Welcome to our fall edition of the CP Scene, which finds us back on campus in all of our masked and physical distancing glory! It is wonderful to be in the classrooms with our second year students (some of which I never met in person before this fall) and to welcome our 16 amazing first year students. Of course, last spring we had to remotely say goodbye and celebrate our wonderful graduates (see them listed on page 12). Congratulations to these graduates who now join our impressive list of program alumni!

I'm excited to announce that this fall we welcome our new Graduate Assistant for the CP Program, Azza Hussein. Azza has been diving into her duties and has taken over the creation of this newsletter all by herself. As you can see, she has done an amazing job. You can read more about Azza in this issue. In this issue, you will also find interviews with other current students and alumni, including some sage advice from Sarafina Robinson, as well as Dr. Yasuhara who teaches assessment for us. Congratulations to one of our interviewees, Jordyn, who will be graduating this December. I love her comment: "It's really cool to be around people who are genuinely passionate about what they're teaching and learning."

We are excited to announce that we have renamed the CP Research Lab to the CORE Lab (Community-Oriented Research & Evaluation) - credit to Azza for the name. Many of the current students involved in the CORE Lab once again presented at conferences last spring, including the SCRA Biennial Conference. Students are currently preparing some amazing presentations and roundtables to submit for conferences next spring. As always, our students do an amazing job representing our programs. Speaking of, our Community and Counseling Club is as active as ever: hosting several guest speakers, implementing a mentoring program, and organizing a program social this Friday.

Finally, you will see some amazing information that Azza compiled for this issue on immigrant mental health, which is a timely and important topic for community psychology. It is one of the many ways we continue our enduring work toward empowerment, well-being, and social justice. I hope this fall finds you all prioritizing your well-being as you work with communities to achieve these goals.

As always, WE...BE...CP!

[Note: You may notice that this newsletter is back to focusing on just the Community Psychology program, as the Clinical Mental Health Counseling program is now putting out there own separate newsletter - as always, they are doing great work.]

Student Spotlight

Where did you grow up/where are you from?

I was born in New Jersey, but I grew up in India, and then I did my undergrad in Toronto.

Where did you complete your undergraduate degree? Did you have a major/minor outside of psychology?

I did my undergrad in Toronto at York University, and I did my bachelor's in psychology. It was a 4-year program, and I didn't have any minors.

What made you decide to come to the University of New Haven to pursue a master's in CP?

I'm really interested in forensic psychology, which is my concentration. I was looking for a forensic psychology program, so I was applying to every school that had forensic psychology, which is how I came across the University of New Haven. I actually wanted to apply to the counseling program, but the deadline passed, so the advisor said that, based on my personal statement, the community psychology program might be a better fit for me. After looking at the program requirements and the courses, it seemed like something I would want to do.

How did you become interested in forensic psychology?

Growing up, I had a strong interest in forensic psychology. I think growing up watching crime shows and hearing about different crime stories made me interested in learning about the mind of a criminal, so I always had an interest in learning about mental disorders and criminals. I also started thinking of becoming a victim advocate, so that's kind of my aspiration.

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

I really enjoy the discussions we have in class (Foundations of Community Psychology). In undergrad, I never participated in class because the classes were so huge and it felt awkward. I think because the classes in the CP program are so much smaller and interactive, it's much easier for me to participate, and I also like the material that we talk about so it's much more interesting. I think it's also easier to have discussions in class because everyone's friendly and we have similar views on a lot of subjects.

Neha Sinkar 1st Year



What are your future professional goals? What sort of job would you like to have 5 years from now?

I'm not certain yet, but I'm thinking about maybe getting a Ph.D. I'm not completely sure about that yet, but I'm thinking of taking a year or two off to work as a victim advocate, or maybe an internship to get research experience in the field of forensic psychology, maybe as a case manager or something. Then doing a Ph.D. in forensic psychology because I want to work with criminals, but I'm not prepared yet emotionally and mentally.

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

Well, I would say it's okay to be scared because I was scared, and I think I'm still sometimes scared about how to handle my classes and work. My research interests are so varied and they're always changing. So I think it's okay if you don't know what you're going to do. It's really great that we have people in our program that help with that. We have Dr. Whitson who's really helpful and nice when it comes to that. When I joined on my first day, I went to her and asked her about Community Psychology because I was really unclear about what it was, so she helped me understand it better.

Where would you like to do your internship?

I'm really interested in an internship working with sexual assault survivors or with juvenile offenders.

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

I like dancing. I've been dancing since I was a kid. I also like reading books, and watching Netflix. I sometimes like cooking, but I need to be in the mood to cook, or else I'll just put it off.

Student Spotlight

Azza Hussein 1st Year



Where did you grow up/where are you from?

I am Sudanese-American, and I grew up in Northern Virginia.

Where did you complete your undergraduate degree? Did you have a major/minor outside of psychology?

I went to Virginia Commonwealth University for my undergraduate degree. I majored in Psychology and minored in Arabic and Middle Eastern Studies.

What is your concentration in the CP program?

I'm in the research and evaluation concentration.

How did you become interested in the CP Program?

I developed an interest in psychology and psychological research through my coursework and research experiences in undergrad, which inspired me to further my studies in the field. I was specifically drawn to the field of community psychology because I am interested in conducting research that promotes mental health and well-being in marginalized communities and examining the economic, political, ecological structures that causes these health disparities. CP is one of the few fields I found that allows me to pursue these interests.

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

The overall environment of the program has been the most beneficial thing so far. The classes are pretty small, so it has made it a lot easier to get to know my classmates and professors. Everyone seems really kind and the learning experience feels really collaborative, which is nice since it feels like we're all supporting one another.

Where would you like to do your internship and why?

I would like to intern at either IRIS or the Yale Consultation Center. Working at IRIS would be amazing because they

provide such essential services to immigrant and refugee communities in the area. The process of leaving your home country is already so stressful and isolating, so I would like to work towards helping others through this transition. I would also be happy to work at the Yale Consultation Center because I am always looking to expand and improve upon my research skills, especially with research that is oriented towards CP principals.

What are your future professional goals? What sort of job would you like to have 5 years from now?

After working in my first research lab, I realized that I wanted to pursue a doctoral degree in psychology because I really enjoyed conducting research and I'm interested in possibly practicing one day. I hope to apply to community-clinical and counseling programs after I graduate. I'm interested in working with Black and Arabic-speaking immigrant communities to provide accessible and culturally appropriate mental health care. I feel like having a CP and clinical or counseling background would provide me with a lot of flexibility in the types of careers I could pursue.

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

I would recommend that they try to build relations with the students and professors in the program. It's difficult to go through this process alone, so building community with people who are going through the same experience really helps.

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

I really enjoy baking. I love making cookies and cakes for my friends and family. I also like to knit.

Student Spotlight



Jordyn Beschel 2nd Year

Where did you grow up/where are you from?

I'm pretty local. Up until middle school I lived in West Haven and then I moved to Milford, which is just a town or two over, so I've pretty much always been here.

Where did you complete your undergraduate degree? Did you have a major/minor outside of psychology?

My bachelor's degree is in psychology. I first went to college for music education at Seton Hall University for a semester, and I was really adamant about music education. I ended up transferring to Central Connecticut State University just because it was a little closer. I didn't like New Jersey and the program that I went into for music education, was very small, and I wasn't getting anything out of it. I went to Central also for music education, but there were issues with my audition date because it got canceled because of a blizzard and since I was the only one doing it, they told me I had to try again next year. So, I couldn't be a music major, so I took education classes, which included introduction to psychology and life span development. And then I was like, oh, this is actually way more interesting. I never took psychology classes because my high school didn't have any. I still wanted to do something involving art, so I'm going to do art therapy. I ended up studying psychology with a minor in art. I also did a business minor that I was 2 classes away from completing because in my last year I wanted to do I/O psychology. So, when I went into UNH I was technically in the I/O program and then I switched to community psychology once I actually learned what that was. I didn't even know what community psych was until graduate school.

How did you become interested in the CP program?

When I first went into I/O, my professors in undergrad felt like I might be more interested in community psychology. But I said no, I want to do work within the workplace, and I'm really interested in organizations. I really liked my I/O classes, but in my spring semester I took industrial psychology, and it was more HR-based and I was like oh crap I might be in the wrong program. Then I took a class called social inequities as an elective because I wanted to do diversity trainings. When I took the class, I was like oh my God I'm the only I/O person here. Everyone was in the community psychology program and then I just learned a lot more about the program by being in that class. Then I started to have an existential crisis, over the summer before the next semester started. So, I emailed Dr. Whitson about switching programs. I had to reapply, and she made it happen a week before classes started. I'm very grateful to Dr. Whitson. She got me an internship within like 2 weeks of me starting the program too. Thankfully it just worked out. I think the main difference between the I/O program and the CP program, at least for me personally, is the target populations. I/O is geared more towards business and how we help people so that the business can reach the bottom line. Whereas with CP, the bottom line is just that we're helping people. The outcome is just a little different, which is why I switched.

What is your concentration in the CP program?

I am in the clinical services concentration

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

I would say the research opportunities. I know everyone isn't really interested in getting into research or wants to go for a Ph.D. or anything, which is a goal of mine, but even if it wasn't, I think that I've learned so much by being a part of the research lab here or doing work with Dr. Macias's organization. I've just learned more about what kind of jobs there are out there just by seeing it in action.

Student Spotlight

Jordyn Beschel 2nd Year



Our classes are really informative, but not all of our classes require us to put things into practice. I would say at least through research and being able to work on a research project you're seeing different sides of the field. Also, there's a lot of people that genuinely care about the work that they're doing, and that can't be said about a lot of other jobs or even other fields of psychology. It's really cool to be around people who are genuinely passionate about what they're teaching and learning. I noticed that in the I/O program too. Honestly, maybe it's just a psych thing at UNH or something, but every professor that I've had genuinely wants to see people do well in whatever they're doing so it's pretty cool.

What are your future professional goals? What sort of job would you like to have 5 years from now?

I'm still trying to figure that out. My goal is definitely to go for my Ph.D. because I do like the research side of things. I definitely know within the next year or two I'll be applying. Right now I'm doing work that's more program evaluation based, and it's pretty cool. I like what I'm learning, but I don't think it's what I'll continue to do. I expect to figure that out more when I go for my Ph.D. As far as who I plan on working with, I'm very passionate about youth and young adults. Thinking of myself when I was college-aged and the help that I could have used especially, being a woman of color and having access to different types of services. I'm interested in work that empowers people of color in the academic space. We'll just see where that goes. I keep it broad in case things change, but I know I'm set on that, but whatever else comes from it, you know, we'll see. If I've learned anything by being a psych major all these years it's that everything is going to change. Everything is constantly changing and as long as your goal is to be able to help whoever you're trying to help, then the method may change. Obviously, with COVID, everything changed, and needs changed so I'm starting to learn that not having a detailed plan isn't necessarily a bad thing.

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

I finished my internship. I technically started it last year. I did it at Naugatuck Youth Services, which is where I kind of decided I might be a little bit interested in counseling. I'm still more interested in community and overall systems. I mostly worked with their Juvenile Review Board (JRB) program. I ended up actually working there over the summer because they had some spots open up for temporary employment. I was doing youth justice work. They would get referrals either from school or from Naugatuck Police. One of the cases that I got was of a kid who was caught tagging and instead of it being something more serious, which would require them to deal with the court system, they brought them to us to work with them and do some behavioral work and make sure they have somewhere to go instead of being bored out on the street. I also did some mentoring. I have an 8-year-old mentee that would come in every week and we would just play games and talk about school. Usually, at that age, they don't have too much going on. It was really cool. I didn't do as much work with it, but they had a prevention program called Step up Naugy where they did drug and alcohol prevention for youth. There are definitely really cool opportunities for anyone looking into JRB or prevention work with youth. I'm pretty sure they're always open to interns, so I'm sure if anyone is looking for an internship, that's a really cool place to go. Right now, I'm working with Dr. Macias at the National Latino Network and the Consultation Center. I'm doing program evaluation work for both. I think they both take interns, so those are also internship options.

Alumni Spotlight



Sarafina Robinson

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

I am from Columbia, SC, and I completed my undergraduate degree at Furman University, which is located in Greenville, SC.

What was your concentration in the CP program? I was in the program development concentration.

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

My internship experience was one of the most formidable experiences of my time at UNH. I interned at a place called New Reach. They are a New Haven-based homelessness assistance provider that offers emergency shelter, supportive housing, eviction prevention programs, and wrap-around counseling to families, particularly women and children, who face housing instability. I saw a lot of community psychology principles coalesce while working there. I also learned about various factors that contributed to families' experience of housing instability. Housing instability was about a lack of access to affordable housing options; it was also about historical practices like redlining that exacerbated wealth disparities and created segregated communities throughout this nation. It allowed me to see that homelessness wasn't about pathologizing an individual. Rather, it was an issue that needed to and could be dealt with at the systems level. I worked in their quality assurance department, where I focused on how we could improve policy and practice to be client-centered and trauma-informed. It was a great experience, and it impacted my career in that I still apply quality assurance, client-centered, and trauma-informed care techniques in my current work. After completing my internship, I continued to work at New Reach for about half a year.

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

For the past two years, I've been working as a Senior Research and Evaluation Associate at a place called Safe Horizon. They are a nonprofit in New York City that provides case management, counseling, and support to survivors of various crimes, including intimate partner violence. A few years ago, they received funding to launch a pilot program called A Safe Way Forward that provided a family-centered approach to counseling for parents and children who were impacted by IPV. They needed an internal evaluator. I applied for the position, and in doing so was able to speak about the strong academic foundation UNH's program provided in program evaluation. Day-to-day, I interact with therapists, case managers, and administrative staff to discuss how to clearly track the program's development, fidelity to its model, and client-level outcomes. I work on incorporating validated scales into clinical interventions to measure outcomes like safety-related empowerment, self-efficacy, and sense of overall health and well-being. I work with the program team to conduct stakeholder interviews and focus groups. I also compile narrative reports, create data visualizations, and facilitate group processes. This project was only funded for 2-years, and (due to COVID-19) did not receive additional funding to continue in its original capacity. Fortunately, the program team and I worked very hard to build an infrastructure that enabled evaluation activities to continue without the presence of a dedicated internal evaluator. As such, the work continues. While I am wrapping up my work as a consultant for A Safe Way Forward, I am currently working as an Evaluation Coordinator at the Consultation Center at Yale. I work with community partners to develop logic models, interview stakeholders, devise surveys and needs assessments, and collaborate to better understand how data informs practice, and then in turn informs things like policy and life outcomes.

Alumni Spotlight

Sarafina Robinson



What are the most and least satisfying aspects of your job? What are the biggest challenges you face in your work?

I think the least satisfying part is knowing that sometimes there just aren't enough hours in the day to see through all the changes we hope to. As a Program Evaluator, I get to spend a lot of time facilitating discussions and processes for community members to recognize all the good work that they're already doing. This has been my approach. I am not a deficit model person. A lot of us know what our weaknesses are and we hear that a lot. We don't focus enough on our strengths. Specifically, with the community partners that I've worked with most recently, we spent a lot of time uncovering what the strengths are and building from there.

Program evaluation is an iterative process. Change takes time. Sometimes the least satisfying part about evaluating programs is waiting to see changes manifest in program cycles or in clients' lives. On the flip side of that, I think it is satisfying to be reminded each day that team members I get to work with are like branches on a huge oak tree. No one person is the entire oak tree. Rather, each person is part of it and has their own unique perspectives to offer and roles to play. We get to be a part of larger systems. We get to draw attention to certain systems-level dynamics that are important to understand and change at the societal level. While we may not see the fullness of change all the way through, we're a part of it.

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

The program evaluation class was very helpful, and I encourage students who are thinking about evaluating anything at any point in time to really, really lean into that class. It taught me a lot. In that class, I evaluated a program intervention at a Connecticut-based nonprofit. I learned skills I continue to rely on today (e.g., stakeholder engagement, survey development, setting expectations, writing thorough yet concise reports). The other class that really resonated with me was the social stratification course. We got a chance to talk about race, class, gender identity, and all the -isms. We did it in a way that really challenged us. It forced us to examine how these conversations impact our work and the communities we live and work within.

What are three pieces of advice you would give to current CP students?

1 Graduate school is an opportunity to learn from some of the best and brightest, both from your peers, and your professors. Be gracious with yourself and lean into the learning process.

Get to know New Haven. It's such a dynamic places with so much art, music, culture, and research.

3 Advocate for your health and wellness.

Faculty Spotlight



Dr. Kento Yasuhara

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

I completed my undergraduate degree at Cornell University. I completed my graduate degree at Drexel University where I received a Ph.D. in Clinical Psychology with a focus in Forensic Psychology.

What drew you to the field of Psychology?

I was drawn to the field through my introduction to psychology course that I took as an undergrad. It was one of the largest courses at that time at Cornell. It was a lot of fun and a really cool class, so I became really interested in psych. I then took a law and psychology class which I also really liked. It was one of the hardest classes I've taken, but I really enjoyed it, and so, then I became really interested in psychology, forensic psychology, and law.

What inspired you to pursue a Ph.D. in Clinical Psychology?

After I took the law and psychology course, I joined the research lab of the faculty member who taught the course. I worked with a graduate student on an eyewitness testimony study, which I really enjoyed. I also took a clinical psychology course, and it included an internship component. I got placed in a preschool program and worked with kids 2-3 times a week. I liked the work, although I didn't necessarily like working with kids as much. I enjoyed being able to talk to them and figure out what they were experiencing and connecting that back to what I was learning in class, which was really interesting. At the beginning of my senior year, I was thinking about how I can further my education. At the time, there were no master's degrees that allowed you to work as a clinician, so I looked into doctoral programs. I specifically looked for doctoral programs in Clinical Psychology with concentrations in forensic psychology.

Why did you decide to become a professor?

I completed a postdoctoral fellowship after getting my doctoral degree so that I would have hours for licensure. When I was looking for full-time positions, I was looking into either getting a full-time clinical position, and then I would adjunct teach, or getting a full-time academic position, and I would work clinically on the side. Either way, I wanted to become a professor so that I could be versatile in what I could do. I am able to teach, advise, do research, and I can also do clinical work as a forensic psychologist and a clinical psychologist.

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

I teach the Assessment in Counseling class for graduate students. I think I enjoy being able to teach something that's superbly specific. Most of the time, I teach undergraduates which is much more general. For the graduate side, it's focused on things that will actually happen in clinical practice. I like the fact that I'm teaching material that a student may need later in life.

I think the most challenging part is that my expectations are higher for graduate students, which is probably where the adjustments have to come depending on what the class brings. I think that's been my biggest adjustment. How do I increase the workload and the expectations for the undergraduates but still make it appropriate for graduate students in general?

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

I do research and co-facilitate the Forensic Psychology Research Lab at the university with Dr. Narchet, and we have a lab project every year. This year is a continuation of last year's projects where we're looking at the effect of emotionality and race on victim impact statements. I also have other research projects. I have an intercollegiate research project with a colleague at Widner University examining the perception of veterans and other factors that might make someone more likely to give a harsher punishment.

Faculty Spotlight

Dr. Kento Yasuhara



or more likely to believe a story based on other factors, including TBI, veterans status, and mental illness. I'm also doing work with other colleagues looking at psychology within the cyber realm. I'm currently in the midst of submitting an NSF grant with the Connecticut Institute of Technology. Additionally, I'm a Clinical Psychologist at Straun Health & Wellness, which is a group practice that had both med managers and clinicians. I have a caseload once a week of regular clients.

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

Everything you actually do in graduate school is going to bear fruit at some point. Even if there's a course that you think you're never going to need, you end up using that information later in life. Whether it's with a client or with someone else, you'll realize that this is something I learned. Even for the courses where you're like "I don't think I'm ever going to use this" or "I don't think this is ever going to matter", they've mattered. All the classes end up coming in handy, so I think it's important to realize that everything you're doing in grad school will eventually matter in your professional life.

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

At the doctoral level, research experience is very important and something that programs are looking for. At the master's level, we're looking for whether you can provide the information that indicates that this is the program for you. Are you going to finish the program and are you going to be a graduate of the program that the faculty and university are going to be proud of? Generally, your goals should align with the program you're going into.

What are your future goals here at the University of New Haven?

One of the things we're working on, as a program, is being able to provide clinical services at the university. Being able to have the students work there, as their internship experience, would be really exciting. Personally, I want to be a full professor. That's a title I would want. I would also like to expand my research options to be a lot more interdisciplinary and hopefully involve some grad students at some point.

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

I like watching sports. I'm an avid soccer fan. I also like to watch football on the weekends. I have kids, so I like playing with them. That takes up a significant amount of time. I'm a fan of video games. I also like to cook and bake, so I do that a lot. Hopefully, pair it with some sort of wine. I do like wine as well.

Research Corner

Announcement:

The Community Psychology lab is now called the...

CORE (Community-Oriented Research & Evaluation) Lab!



Faculty & Student Presentations in 2021:

Benson, O., & Whitson, M. (2021, June 22-26). The Protective Role of Sense of Community and Access to Resources on College Student Stress and COVID-19-related Daily Life Disruptions [Poster presentation]. SCRA 2021 Biennial Conference, virtual.

Beschel, J., & Delgadillo, D. (2021, June 22-26). Engaging and Empowering Latinx Youth: Adapting Photovoice for the Virtual World [Poster presentation]. SCRA 2021 Biennial Conference, virtual.

Delgadillo, D., **Beschel, J., & Macias, R. L.** (2021, June 22-26). Too Much Work and Not Enough Sleep: Youth PAR Participants Speak on Stressors during COVID-19 [Poster presentation]. SCRA 2021 Biennial Conference, virtual.

Macias, R. L., & Whitson, M. (2021, June 22-26). Latinx Youth Respond: Participatory Action Research during a Year of Collective Trauma [Symposium]. SCRA 2021 Biennial Conference, virtual.

Nava, N., & **Stafford, R.** (2021, June 22-26). Latinx Gender-Based Violence Advocacy in Context: Results of a 2020 National Needs Assessment [Poster presentation]. SCRA 2021 Biennial Conference, virtual.

Orozco, L., & **Grajo, K.** (2021, June 22-26). Community-Centered Approaches to Understanding and Addressing Genderbased Violence [Poster presentation]. SCRA 2021 Biennial Conference, virtual.

Sloane, E., & Whitson, M. (2021, June 22-26). Pathways to Peer Victimization: The Impact of Childhood Adversity on Social Relationships [Poster presentation]. SCRA 2021 Biennial Conference, virtual.

Stafford, R. R., Macias, R. L. & Whitson, M. (2021, June 22-26). The Differential Relationship between Adverse Childhood Experiences (ACEs) and Psychological Dating Violence in College Students: Considerations for the Role of In-Person Communication with Friends [Poster presentation]. SCRA 2021 Biennial Conference, virtual.

IMMIGRANT MENTAL HEALTH

THE PROBLEM

In 2018, the Pew Research Center announced that the immigrant population in America reached a record 44.8 million. As this number continues to grow, it is essential that we are aware of the unique barriers this population faces. Feelings of isolation due to language barriers, difficulty in their resettlement process, and acculturative stress leave immigrants and refugees with greater risks for developing mental health problems. Specifically, Dr. Julia Shekunov found that immigrants have higher rates of mood and anxiety disorders than the general population.

Protective factors that can help to reduce these mental health outcomes are a strong social support, a sense of community, and an optimistic view of the future.

IRIS STANDS WITH AFGHAN FAMILIES

We're currently welcoming evacuated Afghan families & are ready on 24-hour notice to receive as many as needed.



WAYS TO HELP:

DONATE: defray costs of essentials upon arrival & emergent costs: irisct.org/donate.

JOIN: a local community group in towns around the state & work with IRIS to welcome families in your community: irisct.org/communitycosponsorship.

HOW WE CAN HELP

The Integrated Refugee and Immigrant Services organization is doing excellent work at reinforcing these protective factors. IRIS supplies the immigrant community in New Haven with a number of services to help them develop a sense of agency and

feel established in their new homes.

Specifically, they provide English classes, legal services, employment assistance, health literacy workshops, case management, and much more.

The Sanctuary Kitchen is another local organization that aims to foster community, as well as economic opportunities for refugees and immigrants through the sharing and selling of their diverse cuisine. Please visit their website to learn how you can help support immigrants and refugees in New Haven.



Budiman, A. (2020, September 22). Key findings about U.S. immigrants. Pew Research Center. Retrieved November 13, 2021, from <https://www.pewresearch.org/fact-tank/2020/08/20/key-findings-about-u-s-immigrants/>.

Shekunov J. (2010). Immigration and Risk of Psychiatric Disorders: A Review of Existing Literature. *American Journal of Psychiatry*, 11(2), 3-5. <https://doi.org/10.1176/appi.ajp-rj.2016.110202>

Spring 2021 Graduates

Congratulations to the 2021 graduates of the CP program!

KATIE CARROLL

DEVON MCCORMICK

CHIDERA EMETO

SHANE LAWLER

FRANCES JAYNES

ABIGAIL VAN AUKEN

TINA SAPIENTE

REBEKAH STAFFORD

STACEY CLAY

SPRIHA AWINPUSHPAM

MACKENZIE RANZONI

Alumni Survey

2020 & 2021 graduates are working in:

- Mental health clinics
- Consultation
- Education
- Correctional institutions
- Research centers
- Community-based non-profit organizations

Impactful experiences highlighted by 2020 & 2021 graduates:

"The CP program improved my writing and communication which is something I use daily as a regional supervisor."

"I have to work with individuals from all backgrounds who are typically in dire situations and the CP program more than adequately prepared me for this."

"My internship experience stands out the most. It was so vital to my career. The lessons I learned there are something that I will always remember."

In a survey of 2021 graduates:

75% said that UNH's CP program prepared them well to meet the challenges they encounter in their professional work

90% said that they are extremely satisfied with the quality of instruction at UNH

80% are currently employed in the field of community psychology

85% are satisfied with their current employment, with 80% reporting satisfaction with their current salary

55% are working within their concentration

CP CLUB UPDATES

Updates

- We welcomed two new eboard members. Peter Van Buren is our Community Service Chair and Michelle Chagnon is our Public Relations Chair.
- We had a training session with our mentors/mentees before launching the mentorship program. We discussed requirements, expectations, and potential problems that may arise.
- The Associate Director of the Tow Youth Justice Institute, Erika Nowakowski, spoke to us about her role with the Juvenile Justice Policy Oversight Committee.
- Katie Tsitaridis came to speak about her experience as an alumna of our program and her role as an LPC.



Upcoming Plans

- The mentorship program will be in full force by the end of November! We will be having a mentorship program mixer on 11/19 to celebrate the pairings! All CP/CMHC students and faculty are welcome to attend.
- We will be having a self-defense class with Dr. Macias at our last meeting for the semester
- We are looking forward to having more guest speakers share their experiences with us. If you want to hear someone speak about a specific topic let us know!
- Please join our meetings! We meet on Mondays at 4 via zoom.

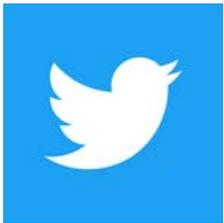
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- Join the bridged Community Psychology FB page for both alumni and current students (<https://www.facebook.com/groups/162703650513506/?ref=share>)

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