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2017

## Counselor Education and Counseling Psychology 2017 News

College of Education and Human Development

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# Counselor Education and Counseling Psychology 2017 News

## CECP Assistant Professor and graduate students publish article on career development



Dr. Stephanie Burns with three Counselor Education, and Counseling Psychology graduate students Gail Garcia, Danielle Smith and Stephanie Goodman, have published a journal article focusing on career development. The foundation of career development interventions in the United States has shifted toward postmodern and constructivist philosophies that use narratives and story to activate meaning-making processes that assist clients in constructing their preferred future. However, current career assessments do not incorporate postmodern and constructivist philosophies. Using qualitative research with 20 adults, Dr. Burns explored adding career biographies and career narrative writing to the career interest assessment report process. Participants reported that biographies and narratives helped them identify themes to consider how their career plans fit their personal lifestyle, meaning making, and values. This research offers one way to incorporate narratives and story to explore the self and self-in-context to activate meaning-making processes in career interest assessment reports. Until career interest assessment reports include career biographies and a process for writing career narratives, only career counselors can offer this type of service to clients.

To read the article, "Adding Career Biographies and Career Narratives to Career Interest Inventories", see the [Journal of Employment Counseling](#).

## Prominent psychologist to deliver lecture in honor of James Croteau

April 3, 2017



KALAMAZOO, Mich.—A special lecture honoring longtime Western Michigan University faculty member Dr. James Croteau will feature a presentation by a prominent psychologist and scholar who will touch on issues facing people of color who are lesbian, gay, bisexual, transgender and queer/questioning.

Dr. Beverly Greene, a professor of psychology at St. Johns University, will speak at 6 p.m. Thursday, April 6 in 1910 Sangren Hall. Her presentation, titled "Psychological Resilience and Vulnerability among LGBTQ People of Color," is free and open to the public.

## GREENE

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Greene specializes in the role of institutionalized racism, sexism, heterosexism and other oppressive ideologies in psychology, as well as the practice of psychotherapy in organized mental health to facilitate social justice. Her work seeks to better understand psychological resilience and vulnerability in marginalized people and their use in psychotherapy. It also examines social privilege and marginalization via the development of multiple identity paradigms as more complex ways of understanding human identity.

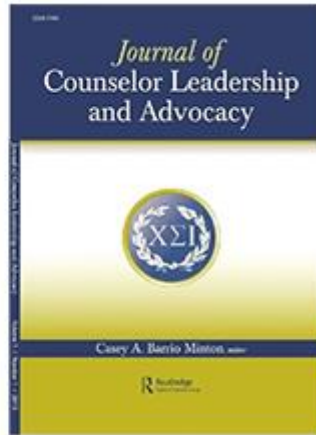
Greene earned a bachelor's degree in psychology from New York University, master's and doctoral degrees in clinical psychology from Adelphi University, and was a doctoral fellow in mental retardation at the Mental Retardation Institute of New York Medical College. She has served on the editorial boards of numerous scholarly journals and is the author of nearly 100 publications in the psychological literature. Nine of those publications have received national awards as significant contributions to the psychological literature on women, women of color, sexual minorities, African American women and families.

## CROTEAU

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Croteau, a WMU professor of counselor education and counseling psychology, died in September 2016 at age 59. He had been a member of the WMU faculty since 1990 and was nationally known for his research, training, clinical work and publications focused on racism awareness and racial healing as well as lesbian, gay and bisexual issues in the workplace and on college campuses.

# Assistant Professor publishes journal article in Journal of Counselor Leadership and Advocacy



April 5, 2017

Dr. Stephanie T. Burns, assistant professor in Counselor Education and Counseling Psychology, has published the journal article "Crafting a One-Minute Counselor Professional Identity Statement" in the Journal of Counselor Leadership and Advocacy.

Counselors are frequently asked to describe their vocation in order to help distinguish their profession, as well as their specialization, within the field (Mellin, Hunt, & Nichols, 2011). For individuals in fields without a strong professional identity, such as counseling, developing a professional identity and communicating it effectively can be more challenging (Mellin et al.). Because the vocation of counseling does not have a well-established professional identity in society (Myers, Sweeney, & White, 2002), counselors must communicate not only their own professional identity, but simultaneously define a centralized identity for the field of counseling (Simpson, 2016). A balance between defining the vocational and individual professional identity is required in order for counselors to successfully communicate with potential employers, clients, and individuals from other vocations. The article proposes a seven-step format to create a One-Minute Counselor Professional Identity Statement, which showcases the identity of the field of counseling as well as the subspecialty practiced and the unique attributes of the individual counselor. Counselors need to create clear counselor professional identity statements to help to ensure that they can maximize their ability to work with their client population(s) of interest, receive reimbursement for counseling services, offer the full range of services they have been trained to provide in accordance with their scope of practice, as well as be taken seriously when advocating for clients (Myers et al., 2002). Creating a One-Minute Counselor Professional Identity Statement can help counselors clearly establish their distinct counselor professional identity to the public and other health-care vocations in order to maximize their career potential.

## WMU will award honorary degree to Antonio Flores

CONTACT: CHERYL ROLAND  
MARCH 17, 2017 | WMU NEWS



Flores

KALAMAZOO, Mich.—**Dr. Antonio R. Flores**, president and chief executive officer of the Hispanic Association of Colleges and Universities, will receive an honorary degree from Western Michigan University during **April 29** commencement ceremonies.

Acting at its **March 15** meeting, the WMU Board of Trustees approved a recommendation to honor Flores, who is a WMU alumnus, with an honorary Doctor of Humane Letters degree. Flores, who has been previously honored by two Michigan governors and the Michigan Legislature, has led HACU since 1996.

A campuswide committee made the degree recommendation to WMU **President John M. Dunn** and the WMU board. The committee, led by **Kathryn L. Hillenbrand**, a master faculty specialist in the Department of Speech Pathology and Audiology, praised Flores' scholarly, professional and humanitarian leadership and noted that those qualities "comprise an exceptional model of the ideals and aspirations for students, faculty, staff and alumni of Western Michigan University."

## FLORES

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Flores is HACU's third president. The association he leads is the leading voice for Hispanic-serving institutions and has nearly tripled its membership during his tenure. It now represents more than 400 institutions of higher education, collectively serving more than 2 million Hispanic students across 35 states, the District of Columbia and Puerto Rico.

Prior to taking the leadership position at HACU, Flores served as director of programs and services for the Michigan Higher Education Assistance Authority and the Michigan Higher Education Loan Authority. His responsibilities included policy analysis, legislative affairs, technical assistance and outreach services for all Michigan colleges and universities.

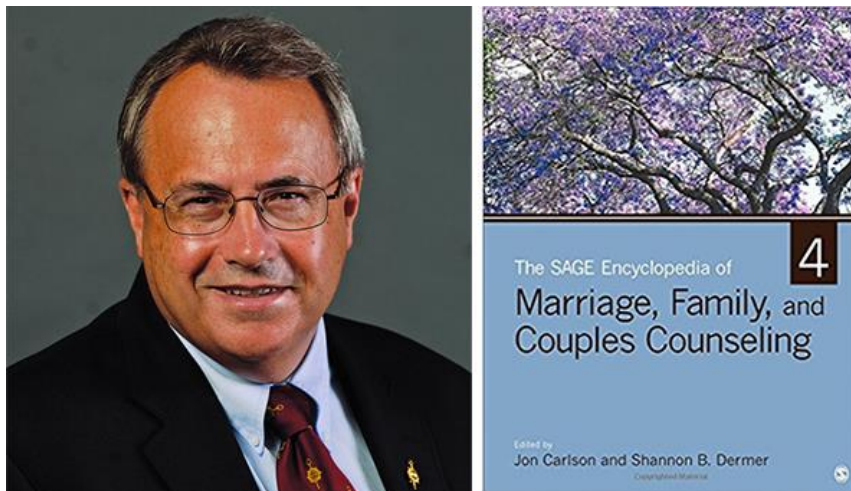
His early career also included teaching in public and private institutions ranging from community colleges to comprehensive research institutions.

Flores has previously been honored by WMU with a Distinguished Alumni Award. Other honors he's received include a Lifetime Achievement Award from the Educational Policy Institute and the Hispanic Business Magazine Lifetime Achievement Award. He also has been the subject of a Univision broadcast capsule, "Orgullo Hispano," which features notable Hispanics and Hispanic-Americans.

Flores earned a bachelor's degrees in business administration and elementary education from Universidad de Guadalajara and Centro Normal Regional University, respectively. He earned a master's degree in counseling and personnel from WMU and a doctoral degree from the University of Michigan.

For more WMU news, arts and events, visit [wmich.edu/news](http://wmich.edu/news).

## CECP Professor serves on Sage Publications editorial board



Sage Publications, Inc. announced the recent publication of [The SAGE Encyclopedia of Marriage, Family, and Couples Counseling](#). Encyclopedia Co-editors, Drs. Jon Carlson and Shannon Dermer at Governors State University invited Alan Hovestadt, Professor in Counselor Education and Counseling Psychology and Past-President of the American Association for Marriage and Family Therapy, to serve on the Encyclopedia editorial board.

Hovestadt served for three years as member of a ten-person editorial board composed of nationally and internationally renowned researchers and scholars representing the professions of counseling, psychology, family therapy, social work and related disciplines. The editorial board brought together the wide body of literature and authors from many disciplines allowing for the creation of the encyclopedia to accurately tell the “complete and comprehensive story of working with couples, family, and marriage therapy.” The four-volume 1874 page Encyclopedia, developed over three years, is intended to serve as the most up-to-date and comprehensive resource available for students, practicing professionals and scholars. Hovestadt serves as

Program Coordinator for the CECP department's nationally recognized master's degree program in Marriage, Couple and Family Counseling which is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

## 2017 CECP Awards Reception

April 20, 2017



Western Michigan University counselor education and counseling psychology students were honored during an awards reception Thursday, April 20, at the Bernhard Center. Students who were honored included:

### **Counselor Education and Counseling Psychology Graduate Teaching Effectiveness Award**

Master's—School Counseling—Marissa B. Messenger

Master's—College Counseling—Liliya Vansovich

Master's Marriage, Couple and Family Counseling—Laura Hinkley

Master's Rehabilitation Counseling—Jeff W. Powless

Master's—Counseling Psychology—Brianna Scott

Doctoral Counselor Education—Tristan McBain

Doctoral Counseling Psychology—Michelle Stahl

### **Counselor Education and Counseling Psychology Graduate Research and Creative Scholars Award**

Master's College Counseling—Amy Gill

Master's Clinical Mental Health—Hope Sholtis

Master's School Counseling—Haley R. Ferguson

Doctoral Counselor Education—Stephanie Bobbitt

Doctoral Counseling Psychology—Ricky Pope

**Counselor Education and Counseling Psychology Alumni Scholarship**

Master's Student—Aviona Gaines

Doctoral Student—Tristan McBain

**Robert & Diane Betz Award for Doctoral Studies in Counselor Education and Counseling Psychology**

Doctoral Studies in Counselor Education—Erica Schlau

Doctoral Studies in Counseling Psychology—Dawnielle Simmons

**Kenneth Bullmer Scholarship for Doctoral Students in Counseling Psychology**

Laura Pacheco del Castillo

**Dr. James M. Croteau Memorial Scholarship**

Angela Lewis

**Dr. Lonnie Earl Duncan Memorial Scholarship Award**

Henry McCain

**Alan and Kristin Hovestadt Outstanding Student in Marriage and Family Therapy Award**

Chitradevi Caradedios

**Arthur & Margaret Manske Outstanding Master's Student in School Counseling**

Kristen Kennedy

**Joseph R. Morris Award for Outstanding Contributions to Multicultural Counseling and Psychology**

Anel Arias

**Thelma M. Urbick Outstanding Doctoral Student in Counselor Education Award**

Christopher Bozell

**William R. Wiener Outstanding Student in Rehabilitation Counseling/Teaching and Rehabilitation Counseling Award**

Scott O. Lacey

**Outstanding Master's Student in Counselor Education & Counseling Psychology**

Amie Murphy

**Outstanding Doctoral Student in Counseling Psychology**

Michelle Stahl



**Outstanding Alumni Award**  
Ken Barr, Jr. and Rebecca Klott

Congratulations to our 2017 award recipients!

# Dr. Stephanie Burns and graduate student Gayle Garcia publish journal article in the Journal of Employment Counseling



Dr. Stephanie Burns and a graduate student from the Clinical Mental Health Counseling Program, Gayle Garcia have just published a journal article in the Journal of Employment Counseling.

Race, class and gender are used by society to classify, categorize and construct individuals' social value (Harley, Jolivet, McCormick, & Tice, 2002). In the US, the ideal is Caucasian, male, young, heterosexual, Christian and economically secure. The ideal group in a society has the power to allocate resources, which often expand divides, marginalizes minority groups, and discusses minorities in pathological terms (Harley et al., 2002). In direct opposition to empirical research, society talks about minority differences not only as a social construct, but also as a biological construct (Harley et al., 2002). Society's ideal group avoids blame for discrimination by asserting that minorities need to work harder in order to fight the problem of racism, sexism, classism, and privilege in order to make them go away (Cabrera, 2014; Harley et al., 2002). This research examines how education level and occupational classification affects perceptions of differences for Blacks in the US, which offers a glimpse into their surrounding racial constructs and contexts at work. A random sample of 1,276 U.S. adults were surveyed about their perceptions of differences for Blacks in the United States based on discrimination, ability to

learn, opportunities for education, and willpower. Those with little education and extensive education were more aware of discrimination for Blacks. Higher levels of education, as well as professional and managerial work, increased awareness that Blacks have the same ability to learn as Whites and that Blacks lack equitable opportunities for an education. Those with less education and those employed in technical and manual labor were the most likely to say Blacks lacked willpower.

[Read the full article](#) at the Wiley Online Library.

Burns, S. T., & Garcia, G. (2017). Education Level, Occupational Classification, and Perceptions of Differences for Blacks in the US. , 54(2), 51-62. doi: 10.1002/joec.12053.

## Dr. Beverly Vandiver to be awarded the 2017 Distinguished Career Contribution to Research award from Division 45



Dr. Beverly Vandiver, Professor Counselor Education and Counseling Psychology in the College of Education and Human Development, will be awarded the 2017 Distinguished Career Contribution to Research award from [Division 45](#), Society for the Psychological Study of Culture, Ethnicity and Race of the American Psychological Association (APA). The award honors the contributions of a senior person in the field of psychology who has made significant contributions in research related to ethnic minority populations. Vandiver will be honored with the award this August at the APA Convention in Washington D.C.

The primary focus of Vandiver's research is on cultural issues, with a specific emphasis on skill development, Black racial identity, gender issues, and special issues of Black populations. She is

one of the most prominent scholars in the country on the important issues of culturally appropriate scale development and validation, race and gender identity development, and multicultural theory.

For over 20 years, Vandiver has been the primary researcher and statistician in the creation and validation of the Cross Racial Identity Scale (CRIS). Dr. William Cross originally developed the theory behind the CRIS, Nigrescence theory, in 1971. The CRIS was the first and currently only racial identity measure for African Americans. Vandiver worked extensively with Cross, who is regarded as the initial racial identity development theoretician. The model used to examine racial identity development pioneered by Cross and furthered by Vandiver is the most widely cited racial identity approach and is utilized as a framework for understanding other issues of diversity including gender.

Vandiver's professional contributions have previously been recognized nationally. She is a founding Fellow of Division 5, Evaluation, Measurement, & Statistics of the American Psychological Association (APA). She is also Fellow of Division 17, The Society of Counseling Psychology of the American Psychological Association (APA). Fellow status in a division of APA recognizes outstanding and unusual contributions to the science and profession of psychology and that an individual's work has had a national impact on psychology.

Vandiver has also provided distinguished scholarship service to editorial boards for leading journals in the fields of counseling and psychology including the Journal of Counseling and Development, The Counseling Psychologist, Cultural Diversity and Ethnic Minority Psychology and the Journal of Counseling Psychology. In 2016, Vandiver had the honor of being appointed Editor-In-Chief of the Journal of Black Psychology, a premier journal focused on the psychological issues of Black peoples across various disciplines.

Vandiver is a prolific researcher who has made significant contributions to research related to ethnic minority populations. She has made a lasting impact on the field of psychology and counseling, and is a very deserving honoree for the 2017 Distinguished Career Contribution to Research award from Division 45, Society for the Psychological Study of Culture, Ethnicity and Race of APA.

## Vandiver honored for research relating to ethnic minorities

CONTACT: MARK SCHWERIN  
AUGUST 7, 2017 | WMU NEWS



Vandiver

KALAMAZOO, Mich.—A Western Michigan University professor was recently honored for her significant contributions in research related to ethnic minorities.

**Dr. Beverly Vandiver**, professor of counselor education and counseling psychology, was awarded the 2017 Distinguished Career Contribution to Research award from Division 45, Society for the Psychological Study of Culture, Ethnicity and Race of the American Psychological Association. The award honors a senior person in the field of psychology who has made significant contributions in research related to ethnic minority populations. Vandiver was presented with the award at the APA Convention **Aug. 3-6** in Washington, D.C.

## PROMINENT SCHOLAR

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For more than 20 years, Vandiver has been the primary researcher and statistician in the creation and validation of the Cross Racial Identity Scale. Dr. William Cross originally developed the theory behind the CRIS, Nigrescence Model, in 1971. The CRIS has become one of the most widely used social identity measures employed by Division 45 scholars.

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recognizes outstanding and unusual contributions to the science and profession of psychology and that an individual's work has had a national impact on psychology.

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## Two faculty receive CEHD Emerging and Distinguished Scholar awards

Sept. 29, 2017

KALAMAZOO, Mich.—College of Education and Human Development (CEHD) is honoring Dr. Brett Geier, assistant professor in the Department of Educational Leadership, Research and Technology, and Dr. Carla Adkison-Johnson, professor in the Department of Counselor Education and Counseling Psychology, for their influential scholarship.

### GEIER



Dr. Brett Geier

Dr. Brett Geier, the 2017 CEHD Emerging Scholar Award recipient, came to WMU in 2014. Dr. Geier has published nine peer-reviewed articles in esteemed journals such as *Journal of Education Finance*, *Professional School Counseling Journal*, *Mississippi College of Law Review*, and *Barry Law Review*. He also published four book chapters, three non-referred articles, two webinars, and acted as a reporter for the Education Law Association, for which he provided briefs on 33 legal cases.

Dr. Geier's research focuses on public education law, specifically religious and financial litigation. His sub-research focuses on Free Exercise and Establishment Clause challenges in the public schools, public educator retirement litigation, state school finance systems. Dr. Geier's scholarship has been widely published in journals such as the *Journal of Cases in Educational Studies*, *College of Mississippi Law Review*, *Barry Law Review*, *First Amendment Law Review*, *School Business Affairs*, *Journal of Education Finance*, and *School Planning and Management*.

He has composed multiple book chapters for various edited books and is the sole author of Quality Facilities for Enhanced Student Achievement.

The [Emerging Scholar Award](#) recognizes one individual with outstanding scholarly accomplishments and the potential for continued excellence. The recipient must be a full-time, board-appointed faculty member in CEHD at WMU. At time of nomination, faculty member must not be tenured.

## ADKISON-JOHNSON



Dr. Carla Adkison-Johnson

Dr. Carla Adkison-Johnson, the 2017 CEHD Distinguished Scholar Award recipient, has been employed at WMU for 14 years. She has authored one book, nine book chapters, 35 refereed journal articles and multiple national professional presentations.

Dr. Adkison-Johnson has multiple refereed journal articles and presentations at professional meetings pertaining to the challenges, barriers faced by African-American counseling faculty in general, and African-American counselor educators in particular. Her research also addresses the challenges faced by doctoral students as well as entry-level counseling students. A task force formed by the Association of Multicultural Counseling and Development to investigate why counselor educators of color are not obtaining tenure is currently using her work in this area. In 2016, she was part of a select group of distinguished counselor educators invited to facilitate sessions by the National White House and Reach Higher Convening on Cultural Competence Counseling and College and Career Readiness.

The [Distinguished Scholar Award](#) recognizes one individual with a body of outstanding scholarly accomplishments that has had an impact on the field. The recipient must be a full-time, board-appointed, tenured faculty member with a minimum of seven years of service in CEHD at Western Michigan University (WMU).

In 2016 Dr. Gary Miron won the Distinguished Scholar Award, and Dr. Selena Protacio won the Emerging Scholar Award.

For more information about the CEHD Distinguished and Emerging Scholar Awards, [click here](#).

## Counselor Education and Counseling Psychology faculty receive appointments

Oct. 9, 2017



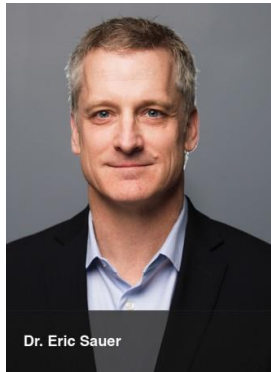
KALAMAZOO, Mich.—**Dr. Mary Z. Anderson** has been elected to the board of the [Council of Counseling Psychology Training Programs \(CCPTP\)](#) as a member-at-large. Anderson is a professor and training director of counseling psychology programs at Western Michigan University. The CCPTP is the national organization of training directors of counseling psychology doctoral programs. It provides a network of support for training directors, provides resources and information to its members and advocates on behalf of counseling psychology training programs.



**Dr. Mary L. Anderson** has been appointed to the editorial board for the [Journal of College Access \(JCA\)](#). Anderson is an associate professor and coordinator of school counseling at Western Michigan University. JCA is a peer-reviewed, academic, online journal that focuses on how students aspire to, gain access to, enroll in and persist in higher education institutions. The journal is part of [WMU's ScholarWorks](#), a digital showcase of research, scholarly and creative output.

# WMU professor helps revise counseling psychology model training program

Oct. 10, 2017



KALAMAZOO, Mich.—**Dr. Eric Sauer**, professor and director of the Center for Counseling Psychological Services, Grand Rapids, served as part of a five-member Special Task Group formed by Division 17 of the American Psychological Association, The Society of Counseling Psychology to revise the Counseling Psychology Model Training Program. The MTP is a descriptive, non-mandatory standard that helps clarify how counseling psychologists are different than and similar to psychologists trained in other specialties. It provides a guide for counseling psychology doctoral training programs that helps them structure training experiences unique to the field. Revisions are necessary to ensure the MTP reflects current advancements and changes in counseling psychology. The third edition was finalized earlier this year.

Two previous versions of the Model Training Program have been written. The first was written and published in 1998 (Murdock, Alcorn, Heesacker, & Stoltenberg) in response to the APA's Commission on Accreditation's revision of its Guidelines and Principles of Accreditation to identify common training components of the field so that COA site visitors would have criteria by which to judge a program. The initial version was revised in 2005 (Epperson, Fouad, Stoltenberg, & Murdock) in response to the creation of three new sets of guidelines: The Multicultural Guidelines for Psychologists in Education, Training, Research, Practice, and Organizational Change (APA, 2003), the Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients (APA, 1998) and the Guidelines for Psychological Practice with Older Adults (APA, 2004). The most recent revision was commissioned in 2016 by Dr. Jim Lichtenberg, the then president of Division 17 of the APA, to address the many changes occurring in the field of counseling psychology since 2005.

Some of the most significant things affecting the field in the past twelve years have been increasing global interconnectedness and the impact of critical global problems that counseling psychologists must understand and address, fluctuations in federal health care policy, the competency movement which moves programs from a curricular focus to a focus on behavioral outcomes when evaluating candidates, changes in program accreditation standards and an



increased emphasis on diversity and social justice. The new MTP addresses these changes and updates the definition of counseling psychology and how doctoral students should be trained.

Dr. Sauer is a co-author of the paper on the new model training program, which has been accepted for publication in *The Counseling Psychologist*. This paper is expected to be a major contribution that will likely be widely cited and used by all counseling psychology training programs in the United States.

## 2017 Counselor Education and Counseling Psychology faculty publications and presentations roundup



Nov. 2, 2017

KALAMAZOO, Mich.—Numerous publications and presentations have been made by faculty in the College of Education and Human Development's Department of Counselor Education and Counseling Psychology thus far in 2017, showing Western Michigan University's continued contributions to the field.

**Dr. Stephanie Burns** published a paper with Daniel Cruikshanks titled, "Clinical Supervisors' Ethical and Professional Identity Behaviors with Postgraduate Supervisees Seeking Independent Licensure," in *Cogent Psychology* and a second paper titled, "Evaluating Independently-Licensed Counselors' Articulation of Professional Identity Using Structural Coding," in *The Professional Counselor*.

**Dr. Samuel Beasley** made a presentation at the American Psychological Association Annual Convention in Washington, D.C. on the paper, “‘Other Fields Are More Lucrative and Sexy’: Examining the Low Number of Men in Psychology.” The paper studied data from over 200 men enrolled in APA-accredited health-service professional psychology programs and examined factors men identified as barriers to increasing the number of men in professional psychology training programs.

**Dr. Eric Sauer** made a presentation on the paper, “Attachment Styles and Attachment Patterns: How Do They Impact Psychotherapy?” at the 48<sup>th</sup> International Annual Meeting of the Society of Psychotherapy Research which was held in Toronto, Canada.

**Dr. Jennipher Wiebold** made a presentation at the Association for Applied and Therapeutic Humor Conference titled, “You Say Whhaatttt? Humor and Play as Techniques for Conflict Management.”

**Dr. Beverly Vandiver** made two paper presentations at the APA annual convention in Washington, D.C. The first paper was co-authored with Frank C. Worrell, William E. Cross, and Peony Phagen and was titled, “Measuring Racial Salience in the Cross-Racial Identity Scale,” and described the development of a new subscale as a measure of racial salience. The second paper, co-authored with counseling psychology doctoral graduate students Shealyn J. Blanchard and Breezie J. Gibson, is titled, “Reexamining the Factor Structure of the Academic Self-Concept Scale with Black College Students,” and examined the psychometric properties of the Academic Self-Concept Scale in a sample of 428 African American college students.

## Assistant professor has article published in national journal



Dr. Stephanie Burns

Nov. 6, 2017

KALAMAZOO, Mich.—**Dr. Stephanie Burns**, assistant professor in the Department of Counselor Education and Counseling Psychology in the College of Education and Human

Development, along with Dr. Daniel Cruikshanks of Aquinas College, published an article in the October 2017 issue of Counseling and Values.

A random sample of 430 independently licensed counselors evaluated four ethical information interventions in the context of 16 boundary crossing scenarios that addressed the professional needs of clients, the professional needs of counselors, the personal needs of clients, and the personal needs of counselors. Even when using the American Counseling Association (ACA) Code of Ethics or ethical decision-making models, independently licensed counselors will likely view some boundary crossings as more ethically acceptable as compared to their predispositions. It is concerning that the counselor's personal characteristics and the personal characteristics of individuals consulting with the counselor often influence boundary crossing decision-making more than the ACA Code of Ethics or ethical decision-making models.

Burns, S. T. & Cruikshanks, D. (2017). Impact of Ethical Information Resources on Independently Licensed Counselors. *Counseling and Values*, 62(2), 159-179. doi:10.1002/cvj.12057

## Assistant professor has three papers published



Dr. Jennifer Foster

Nov. 7, 2017

KALAMAZOO, Mich.—**Dr. Jennifer Foster**, Assistant Professor in Counselor Education and Counseling Psychology in the College of Education and Human Development, had three papers published during the summer of 2017. The first was titled, “The Fears and Futures of Boy Victims of Sexual Abuse: An Analysis of Narratives,” which appeared in the *Journal of Child Sexual Abuse*. This was a qualitative analysis of boys’ narratives about child sexual abuse. <http://www.tandfonline.com/doi/full/10.1080/10538712.2017.1339223>

The second was, “It Happened to Me: A Qualitative Analysis of Boys’ Narratives About Child Sexual Abuse,” which is in press with the *Journal of Child Sexual Abuse*. This follow-up study explored how boys describe their life prior to, during, and after sexual abuse in the form of trauma narratives and if there are distinctive features of boys’ experiences that differ from those of girls. <http://www.tandfonline.com/doi/full/10.1080/10538712.2017.1360426>

Finally, Foster published, “A Survey of Students’ Knowledge About Child Sexual Abuse and Perceived Readiness to Provide Counseling Services,” in *The Journal of Counselor Preparation and Supervision*. In this study, 304 master’s level students in counselor education and counseling psychology were surveyed to explore their knowledge about child sexual abuse and perceived readiness to provide related counseling services. Implications for student training and recommendations for counselor preparation programs were delineated. <http://repository.wcsu.edu/jcps/vol9/iss1/5/>

## CECP faculty and doctoral students present at national conference



CECP faculty and doctoral students attend ACES conference.

Nov. 7, 2017

KALAMAZOO, Mich.—The Association for Counselor Education and Supervision (ACES) Conference was held from 4th October to 8th October 2017 in Chicago. Counselor Education and Counseling Psychology faculty and doctoral students from the College of Education and Human Development at Western Michigan University presenting at the conference included:

**Dr. Glinda Rawls** presented with counselor education doctoral students LaCretisha McDole and Annette Perales. Their presentation was titled Examining the Racial Microaggressions of Counselor Education Doctoral Students of Color.

**Dr. Kelley Holladay** presented with Dr. Bryce Hagedorn on "Cyber Sexual Assault: Transforming counselor educators' approach to trauma to be inclusive of current trends".

**Dr. Stephen Craig** and **Dr. Tiffany Lee** along with doctoral students **Andrew Clay** and **Diana Charnley**, presented findings from their U.S. Department of Health and Human Services grant from the Substance Abuse and Mental Health Services Administration (SAMHSA) on their three-year research study related to alcohol screening, brief intervention, and referral to treatment (SBIRT).

**Dr. Stephanie Burns** and Dr. Daniel Cruikshanks of Aquinas College presented two papers: one on "Why Aren't Ethical Decision-making Models Making an Impact on Independently Licensed Counselors?" and a second titled "Crafting a One-Minute Counselor Commercial: Explaining the Profession, Expertise, & Qualifications".

**Dr. Carla Adkison-Johnson** presented on African Americans and Mandated Counseling: Best Practices for Clinical Supervisors.

**Dr. Mary L. Anderson** and doctoral student **Erica Schlau** presented a Roundtable session on Professional Identity Development: Challenges for Counselors Specializing in Animal Assisted Therapy.

**Dr. Mary L. Anderson** and doctoral students **Cheruba Daniel** and **Damon Chambers** presented on International Students in Transition: Facilitating Resilience and Coping in an Era of Change.

**Dr. Jennifer Foster** presented a session titled The Fears and Futures of Boy Victims of Sexual Abuse: A Narrative Analysis.

**Dr. Jennifer Foster** and counselor education doctoral student **Diana Charnley** presented on Prevention of Child Sexual Abuse: The Role of Professional Counselors in Community Education.

Counselor education doctoral student **Dynetta Clark** presented Doctoral Student Supervisors' Preparedness to Address Secondary Traumatic Stress.

Counselor education doctoral student **Pam Elmore** and counselor education doctoral alumni Ashley Wildman presented on Values, Ethics, and Diversity: Creating an Inclusive Climate for Counselor Training.

Counselor Education doctoral student **Stephanie Bobbitt** presented on The Use of Personal Grief Experiences in Counseling.

Counselor education doctoral student **Tristan McBain** presented a poster session on Understanding and Working with Clients Who Are Experiencing Disenfranchised Grief.

## Three members of CEHD community shine in 2018 excellence in diversity awards

Nov. 30, 2017

KALAMAZOO, Mich.—Western Michigan University’s Excellence in Diversity Awards Selection Committee is honoring three individuals and an organization associated with the College of Education and Human Development (CEHD): Dr. Donna Talbot, Marcy L. Peake, and Dawnielle Simmons and the Student Assembly for Racial Equity and Cultural Inclusion (SAREC).

## TALBOT



Dr. Donna Talbot

Dr. Talbot, Chair of the Educational Leadership, Research and Technology department and Professor of Educational Leadership, Research and Technology in Higher Education, is the recipient of the Excellence in Diversity Award. Talbot has always been committed to diversity and inclusion and with her elevation to leadership positions at WMU, her positive impact has expanded. Recently, she has refocused her department’s goals and mission on diversity and inclusion, supported the hiring of a more diverse faculty, aided the development of retention and support initiatives for international students, created new graduate programs focused on global issues, and started a Ph.D. program in the Dominican Republic. She has co-facilitated training for “Everyone Counts Learning Communities,” and served on several committees dedicated to bringing and including diverse individuals to the WMU community. Her scholarship covers topics including race, gender, multiculturalism, Asian American students, multicultural competencies, LGBT issues, international populations, intersectionality and identity development.

## PEAKE



Marcy L. Peake, Director of Diversity and Community Outreach Initiatives for CEHD and faculty member in the Department of Family and Consumer Sciences, is the recipient of the Trailblazer for Diversity Award. Peake's career has focused on youth development and public education and her last six years have been spent at WMU. She coordinates CEHD's diversity and community outreach initiatives and has helped the Diversity and Inclusion Committee revise its bylaws, has revamped the college's diversity and inclusion plan, and is pursuing initiatives aimed at increasing diversity. Peake is a former Kalamazoo Public School Board of Education Trustee; author of the book "Please Understand;" and a State of Michigan Licensed Professional Counselor, National Certified Counselor and Certified Family Life Educator. She bridges her past work in youth development with her current work at WMU through the Future Educators program which recruits students from underrepresented, socioeconomically disadvantaged, and educationally at-risk families in Kalamazoo to become teachers for Kalamazoo Public Schools. She has helped coordinate the past three years of the CEHD Multicultural Meet and Greet, and serves as the faculty advisor for the CEHD Funding the Advancement of Minorities in Education (FAME) scholars and to the Student Assembly for Racial Equity & Cultural Inclusion. Peake is committed to keeping herself educated on issues of equity and to sharing her knowledge with colleagues.

## SIMMONS



Dawnielle Simmons

Dawnielle Simmons, and Student Assembly for Racial Equity and Cultural Inclusion (SAREC) are the recipients of the Rising Star in Diversity Award. Simmons is a doctoral student in the Counselor Education and Counseling Psychology program and she serves as a doctoral student representative for the CEHD Inclusion and Diversity Committee (IDC). She works for racial inclusion and diversity for the WMU campus, students of colors and broadening awareness for non-marginalized students. The student representatives of the IDC founded SAREC just over a year ago to address racial inequity, encourage anti-racism initiatives and training, and foster a community of culturally competent students, faculty and staff in the College of Education and Human Development. The organization holds race talk panels around campus to share narratives on race. Simmons is working to make the panels a regular part of First Year Experience classrooms so that the program is sustainable after she completes her doctorate degree. SAREC also runs The Critical Race Incident Report System which gives individuals another source on campus for making race incident reports and helps ensure these incidents are taken seriously and handled properly.

The University's Excellence in Diversity Awards Selection Committee sought nominations of groups or individuals of employees, students or WMU community members who exemplify the importance of diversity and inclusion. The selected recipients will be recognized at the 2018 Spring Convocation Recognition of Discovery, Diversity, and Global Engagement on Friday, February 23, 2018. Faculty, staff, students, and community members are invited to attend and congratulate the awardees.

Visit the [Excellence in Diversity Awards webpage](#) for more information, including past recipients.